DOCUMENT RESUME

ED 033 299 AC 005 560

TITLE	ABE Administrators' Institute, Region VIII. (University of Wyoming, Laramie, June 16-27, 1969).
INSTITUTION	Wyoming Univ., Laramie. Dept. of Adult Education and Instructional Services.
Pub Date	Aug 69
Note	83p.
EDRS Price	EDRS Price MF-$0.50 HC-$4.25
Descriptors	*Administration, *Adult Basic Education, Adult Learning, Case Studies (Education), Educationally Disadvantaged, Educational Philosophy, Evaluation Techniques, *Institutes (Training Programs), Participant Satisfaction, *Skill Development

Abstract

The 1969 Adult Basic Education (ABE) Institute at the University of Wyoming aimed to provide ABE administrators with skills needed in consultative capacities with teachers, special interest and community groups, state department officials, regional specialists, and boards of education -- as well as specific knowledge about ABE. Through case studies, selected by a leadership resource team, participants were provided an opportunity to acquire a fuller understanding of the philosophy and rationale for ABE, concepts of administration, psychology of adult learning, sociological implications of the educationally disadvantaged, and proven methods and techniques of evaluation. The document contains summaries and reactions written by participants; a results-of-participant-attitude scale; and a comparative analysis of attitudes expressed by participants attending the institutes during the first and second weeks. (se)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

ED033299

ABE ADMINISTRATORS' INSTITUTE, REGION VIII: A REPORT

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University of Wyoming

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ABE ADMINISTRATORS' INSTITUTE
REGION VIII
(Colorado, Idaho, Montana, Utah, Wyoming)
June 16 - 27, 1969

Conducted By The Department Of
Adult Education And Instructional
Services, College of Education,
University of Wyoming

Project Director - Glenn Jensen

Report Submitted

August, 1969

Preface

The 1969 ABE Administrators' Institute conducted at the University of Wyoming provided participants and staff with some insights and understandings about ABE and about conducting institutes that seemed unique in many regards. The uniqueness appeared because of the attempt to incorporate the clinic approach, the high involvement of all participants in planning and conducting the activities of the first week, the suddeness of moving from an unstructured situation to one quite formal and preplanned and the cohesiveness generated among participants and staff through the residential atmosphere.

The entire experience seemed to be one cherished by all as evidenced by the responses to the attitude scale. Even when the group was compelled to conform to a rigid schedule during the second week the enthusiasm and excitement of learning seemed to prevail.

Most of the credit for the quality of the participants must be attributed to the thoughtfulness and care with which the State Directors exercised in nominating the candidates. All were involved and concerned.

Any credit which may be awarded to the program must be given to those learning facilitators and staff members who contributed so generously with time and talent in making the two week experience one that many will long remember.

Without the expertise contributed by the planners and without the careful attention given to all details of housing, meals and transportation by the Department of Conferences and Institutes, the program would never have materialized.

Glenn Jensen, Chairman
Department of Adult Education
and Instructional Services

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ABE ADMINISTRATORS' CLINIC
June 15-21 Trail Lake Lodge
June 22-27 UW Campus

Introduction

The 1969 Planning Committee for the ABE Administrators' Institute or Conference to be held at the University of Wyoming examined carefully the evaluations of the previous two Institutes and decided that a different program format and additional behavioral objectives should be incorporated into the 1969 Conference.

There was consensus among those reviewing the evaluations that in addition to specific knowledge about Adult Basic Education that the ABE administrator should have some specific skills when he meets in a variety of consultative capacities with teachers, representatives of special interest groups, community groups requesting adult education services, State Department officials, regional specialists and with boards of education.

It was a general feeling also that the ABE administrator as a program specialist, training supervisor and worker in the field of community development should acquire a greater or fuller understanding of:

--a philosophy and rationale for Adult Basic Education

--presently held concepts of administration

--the psychology of adult learning

--sociological implications of the educationally disadvantaged

--proven methods and techniques of evaluation

Without attempting to usurp the prerogatives of those yet to be selected to participate in the 1969 Institute in sharing in the decision of goal formation, the planning committee had proposed that the following specific goals or objectives be considered by state directors and regional ABE specialists in the conduct of the Wyoming two week program for administrators. Each participant should:

1) have the opportunity to read, discuss and practice those skills listed in the guide to interpersonal relations which are pertinent to his professional associations with ABE teachers, special interest groups, school board members, and other community organizational representatives. 2) be able to construct and defend a philosophy and rationale for Adult Basic Education. 3) be able to identify those parts of a concept which differentiate between successful and unsuccessful ABE administrative practices. 4) be able to list and to discuss with his primary group the basic principles involved in the psychology of adult learning. 5) have the opportunity to construct a list of instructional objectives and design for implementation. 6) be able to identify and to compare the sociological factors found among the educationally disadvantaged contrasted to the educationally affluent. 7) be able to propose relevant solutions to case studies dealing with program evaluation, utilization of advisory committees and selection of instructional materials.

A Suggested Approach

In an attempt to accomplish those objectives previously outlined it was proposed by the planning committee that the clinic approach be utilized during the first week of the Conference. Encompassed in this approach was a focus upon concrete details of an actual or narrated situation which would hopefully provide a springboard for insights and understandings that may assist in analyzing present ABE practices. This procedure may in turn lead to the creation of new practices and new techniques. By providing for the case study approach it was anticipated that the clinics would encourage concreteness and practicality.

The four clinics which were scheduled for the first week dealt with:

--a philosophy and rationale for ABE (values, imperatives and human outcomes of ABE)

--a concept of administration

--the psychology of adult learning

--defining instructional objectives for ABE

--the educationally disadvantaged and sociological implications

--evaluating educational outcomes

In order to prevent a wasteful approach of time and effort by discussing only those items which the most vocal might decide upon without specific preparation, the clinics had a built-in approach which moved rapidly and deeply into an analysis of the problems to be solved and into an attempt to develop effective learning solutions. So that this goal would be enhanced each participant was furnished a selected group of readings. It was anticipated that these readings would assist each participant to come prepared to enter actively into the discussions and to play a significant role in all decision making or problem solving.

One criterion for a successful clinic was thought to be the formation of a leadership or resource team balanced between those who have specific skills and knowledge to contribute relative to the content area of adult education and those who are experienced in interpersonal relations and the processes of adult education.

Each of the four groups was served by a process person and ABE practitioner during the first week. The following personnel were secured:

Group 1 -- Arthur Burman, Coordinator of Extension Classes, University of Wyoming

Group 2 -- Glenn Jensen, Professor of Adult Education, University of Wyoming

Group 3 -- Roy Minnís, Regional Program Officer for Adult Education

Group 4 -- Vincent Amanna, Regional Program Specialist in ABE

Guidelines to the Clinic

I. General format

A. Individual study and reflection

1. Complimentary books and pamphlets
   a. Lanning and Many, "ABE for the Disadvantaged"
   b. Mager, "Defining Instructional Objectives"
   c. Jensen, Liveright, Hallenbeck, "Adult Education, an Emerging Field of Graduate Study"
   d. "Taxonomy of Adult Education Research"

2. Library of materials

3. Free periods for reflection

B. <u>The clinic approach</u>

1. Attempted to move quickly and deeply into problem analysis and solution by all participants.

2. Provided specific materials and background information pertinent to problems under consideration.

3. Steered away from the "school marm" approach.

4. Utilized small group probing and discussion in getting at solutions.

5. Capitalized on a <u>resource leadership team</u> prepared not only as practitioners in the field of Adult Basic Education, but also skilled in the area of group process.

6. Provided for utilization of a case study as a point of reference for deliberation. This emphasized concreteness.

7. Placed responsibility for the initial kickoff upon the resource leadership team and then shifted responsibility for all ensuing sessions to the participants.

8. Endeavored to widen the field of experience and knowledge by drawing upon the effective combination of backgrounds of all.

9. Provided adequate opportunity for testing the appropriateness of this experience.

10. Focused upon concrete details of an actual or narrated situation thus providing a ready springboard for insights and understandings that assist in making an analysis of present ABE practices.

C. <u>Functions of resource leadership team</u>

1. Planned a penetrating introduction to the opening of the clinic at 10:30 AM on Monday, June 16th.

2. Recommended selected case studies which lent themselves to analysis and study.

3. Helped plan and involve all participants in planning each subsequent session in terms of the directions indicated by previous sessions.

4. Involved the participants in evaluating progress of the program in terms of depth of study, extent and range of content material, group cohesiveness, group consensus and improvement in inter-personal relations.

5. Gathered from the sessions such data as may be necessary to facilitate planning, changing directions and evaluation.

D. Specific tasks of selected resource leadership team members.

1. Stimulating a creative and inventive atmosphere for the clinic.

2. Helping test the practicability and soundness of new methods, techniques or devices.

3. Reporting relevant research or facts related to adult learning, teaching effectiveness, sociology of the disadvantaged and administrative behavior.

4. Tactical planning of the small group meetings by generally assisting them with procedural alternatives and over-all group productivity.

Advanced Planning

Participants were selected upon the basis of their interest in ABE administration, likelihood of responsibility in administering ABE programs and previous institute participation. In order to help arrive at a satisfactory selection procedure the following information was sought from each prospective participant prior to selection:

1. What is your primary reason for wanting to attend this ABE clinic for administrators? _____
_____

2. Have you attended an ABE institute or workshop of two weeks duration or more prior to this? _____ Where? _____

3. Is working with community groups
   a) a major part of your job _____
   b) a minor part of your job _____

4. Are you responsible for supervising teachers? _____ For in-service teacher training programs? _____

5. What are the major contributions you feel that you can make to the learning of others in this clinic? _____

_____

_____

As a clinic leadership team all resource people listed previously met from 2:00 PM to 5:00 PM on Sunday, June 15, at Trail Lake in a detailed exploration of clinic possibilities and the functions of each team member. Specific plans were discussed and adopted at this time for idea sharing, clinic procedure, facilities and evaluation.

A Typical Day at the Clinic During the First Week

Monday of the first week (June 16) was somewhat atypical in that time was budgeted for introductions and analyses of the pre-clinic information forms but the day started with a hearty western breakfast at 7:00 AM where participants had a chance to visit informally and tell tall tales. Beginning at 8:30 AM the participants completed registration, introductions and received information relative to facilities. Following this was a presentation and discussion of the clinic format with suggestions from the group.

After objectives had been agreed upon the leadership team presented a case study involving an ABE administrator in a town of 15,000 people where the Director of Adult and Vocational Education recommended only those programs to the School Board for which non-district funds were available. The superintendent had a closed mind toward additional support for adult education, the state made no contribution to the general adult education program, only one member of the Board was sympathetic toward ABE and the ABE administrator was determined to expand not only the ABE program but the total adult education offerings.

Following the presentation of the case material a member of the resource team discussed the appropriateness of the case, suggested possible procedures

for soliciting recorders and announced the groupings for the four clinic areas. These were based upon the pre-clinic questionnaires.

The group adjourned for lunch at 12:00 noon.

After lunch the four groups met at which time the following things occurred:

1. Completion of organizational details for group procedures.
2. An analysis of the case by each clinical group in terms of its particular interest area, i.e., philosophy, administrative concept, instructional objectives, etc.
3. An analysis by each group of the forces operating for and against the ABE administrator.
4. A role playing episode involving the ABE administrator, the Director of Adult Education and the superintendent.
5. A discussion and analysis of the role playing episode.

Dinner at 6:30 PM.

After dinner the six groups met in the Trail Lake Conference Room where the following things occurred:

1. One group presented a summary of its analysis of the forces operating for and against the ABE administrator.
2. Another presented an analysis of the group reaction to the case in terms of philosophy, administrative concepts, instructional objectives, etc.
3. Assignments were not made for the remaining evening sessions.

This "snap shot" of the activities of the first day suggest some of the opportunities the clinic approach offered for creative learning and full and free participation. It offered also, a wide variation in organizational patterns which may prove helpful to the administrators.

The second week found the Institute taking on a more traditional look with selected speakers becoming involved with presentations relating to the first week's considerations. A serious attempt was made to evaluate and

compare the reactions of the participants to the first week versus the second week.

Second Week

Monday, June 23

8:30 AM	Welcome to the campus (Dean Willey)
9:00 AM	Presentation and discussion - "Sociology of the Disadvantaged" (John Hanks)
10:30 AM	Break
11:00 AM	Seminar - "Suggested Innovations in ABE Programming for the Disadvantaged"
1:30 PM	Pooling of suggested innovations
2:30 PM	Break
3:00 PM	"Long Range Planning" (Gary Eyre and Richard Rowles)

Tuesday

8:30 AM	"The Concept of the Community School" (Brent Gubler)
10:00 AM	Break
10:30 AM	Seminar - "Suggestions or Implications for Integration of ABE into the Community School"
1:30 PM	Pooling of suggested innovations.
2:30 PM	Break
3:00 PM	Planning and conducting in service training programs (William Cunneen and Marvin Rose)

Wednesday

8:30 AM	"Testing: Its Planning and Utilization" (William Marsh)
10:00 AM	Break
11:00 AM	"Research in ABE" (Bruce Perryman)
1:30 PM	"Utilization of Instructional Aides (Human and Mechanical)" (Elmer Richers and Frank Reed)
3:00 PM	Break
3:30 PM	"Selection of Instructional Materials" (Elmer Richers)

Thursday

8:30 AM	"Suggested Innovations in Utilizing ABE Advisory Committees" (Robert Schliske and Gary Eyre)
10:00 AM	Break
11:00 AM	"Forming and Using ABE Advisory Committees"
1:30 PM	Pooling of ideas on utilization of advisory committees
3:00 PM	"An Ideal Relationship for ABE and Local Community Agencies"

Friday

8:30 AM	"Everyone Has His Own Bag, but We All Bleed the Same" (Wayne Schroeder)
10:00 AM	Break
10:30 AM	"How to Stop the Bleeding" (Wayne Schroeder)
1:30 PM	"Systematized Monitored Contingencies" (Glenn Jensen)
3:00 PM	"The Last Word" (?)

ABE ADMINISTRATORS' INSTITUTE
First Week, June 16-21
Trail Lake Lodge, Dubois
University of Wyoming

*A LOG OF ACTIVITIES
Prepared By
Dr. Elmer Richers
Consultant to the Institute

*The observations reported herein contain specific remarks made by participants as well as interpretations by Dr. Richers. The purpose of the log was to ascertain the observations of one person who was acting as a roving reporter, free from bias and concerned solely with providing a continuing account of what happened during the first week of the Institute.

Generally speaking, a major aim of the unstructured clinic approach was to improve the learnings and capabilities of the participants in the areas of leadership and inter-personal communication as well as to encourage change in the organizational climates and structures of the "back home" situation. The residential setting at Trail Lake seemed to be the most promising spot in the U. S. to accomplish these purposes.

LOG OF ACTIVITIES - ABE ADMINISTRATORS' INSTITUTE
Trail Lake Ranch, Week of June 16 - 20, 1969
University of Wyoming

Monday AM

1. Mechanical aspects of introductions, registration, and establishment of the format of the Institute.

2. Study materials were distributed with the "charge" for the day.

3. Contributions from large group session:

   a. Frank Lewis observed that the non-structured procedure to attack problems of concern to each small group was what we have all desired in learning from small group work, but often haven't been able to accomplish.

   b. Rose Marie Fearn observed that for learning to be useful for the individual he needed to have responsibility to establish his own goals and carry them out.

   c. Stephen Frohlicher noted that he was concerned that problems he personally faced in ABE be included in the programs for discussion and possible solutions.

   d. Terry Brattin desired problems of concern to ABE teachers be discussed as well as administrative problems. Elmer Bittleston reacted that the problems of concern to teachers are also, or often become administrative problems.

   e. Concern was expressed whether the Institute format was a T-group program or not.

   f. The staff in their comments allowed for extensive freedom in the direction the Institute would go and means of identifying and accomplishing tasks.

Group session was closed with the individual small groups directed to convene at 3:00 PM.

This Observer's Reaction to the Morning Session

More of the participants listened than those who actively became involved. Some frustration, I'm sure, set in as to what was expected or what would come next. This is to be expected and it is recognized that it will take time for the individuals to realize their individual responsibility in directing,

identifying, and pacing their learning for this segment of the Institute. All seemed eager to read the case study which was provided them and to determine their approach to discuss and offer solutions to the problems in the case study.

Facilitator Session, Monday PM

1. Evaluation of the morning session took place with the feeling that the first stage of the process got off to a good start.

2. Possible directions for the evening programs were discussed with the decision that the evening session's direction should come from the large group.

3. The role of Elmer Richers as a visiting observer to each group was discussed and it was requested that he report the perspective he obtained as an outsider visiting the group for a short time. Also logging the activities of the group for that period was a responsibility of Elmer Richers.

Small Group Sessions, Monday PM

Group 3 (Glenn Jensen - Learning Facilitator)

1. Discussion on financing ABE.

   a. Comment by Lorence Laird that federal funding came because of economics in the U. S. rather than educational need.

2. It was recommended by Bill Marsh and Glenn Jensen that the discussion about testing be deferred until next week. Frank Johnson who wanted to pursue testing discussion added that no evaluation should be conducted until we knew why we were evaluating. There seemed to be agreement.

3. The case study was referred to and Lorence Laird attempted to analyze the problems faced by the administrator. John Giese felt the administrator would eventually be faced with what he wanted and the price it may cost including possibly his job. Bill Marsh felt he should be guided by what he felt best. Synthesis: progress costs and involves sacrifices. Identify need and "sell" its solution.

4. Advisory councils were noted as valuable by Lorence Laird, Bob Skyles, and John Giese. Pride of accomplishment was mentioned as a strength of advisory councils.

All persons in the group participated openly and freely with many possible solutions to the problem in the case study by example and hypothetical solutions.

Glenn Jensen remained very detached--almost too detached.

(25 minutes of observation)

Group 1 (Arthur Burman - Learning Facilitator)

1. Discussion on the case study was held with some orientation for Fred Rock on what ABE is, in that he is new to the situation.

   a. There is a need in education to analyze what we are doing and why this is similar to what industry does. ABE administrators need to identify community needs in order to meet them (Spence Gardner).

   b. Fred Rock acknowledged a mis-interpretation he had about ABE, (i.e., that it extended only up to eighth grade).

2. Elmer Bittleston suggested deferring discussion of finance until later.

3. Discussion on the group's structure was presented by Elmer Bittleston and Lester Jones.

4. Plans made for the week were:

   a. Definitions of ABE.

   b. Guidelines for discussion set up by the group (Lester Jones). Reference was made to Mager's Instructional Objectives.

   c. What do we wish to accomplish this week? Let us set up these objectives (Lester Jones).

   d. Elmer Bittleston drew out Maestas who hadn't contributed. Maestas felt he was too new to ABE to contribute much.

   e. Arthur Burman asked for a recall of a remark from Elmer Bittleston. "Our Purpose: Act as a Local ABE Administrator"

(20 minutes of observation)

* * *

Group 2 (Vincent Amanna - Learning Facilitator)

1. Discussion on how to group ABE students and whether you should go to them or they should come to you. How do you communicate the program offering?

2. The following dialogue between Rose Marie Fearn and Waldo Ewing took place:

   a. Rose Marie Fearn asked for an explanation of recruitment procedures used by others.

   b. Is any counseling provided in your ABE program? Would this affect dropouts?

   c. Harold Wolfgramm suggested ABE use professionals outside of ABE teachers in the community.

d. The process in ABE should be more tutorial rather than large group (Rose Marie Fearn and Waldo Ewing).

e. Should use different administrative organization for ABE.

f. Use social activities to involve people in education (Rose Marie Fearn). Harold Wolfgramm said this can get too stereotyped. Involve aides in the group for cohesiveness.

3. Question on state regulations and how they differ for ABE. Vincent Amanna reacted to this by citing the Adult Education Act which sets the maximum accomplishment at 8th grade not GED.

4. Suggestion by Vincent Amanna that the state plan should be consulted rigidly for following ABE guidelines.

   a. Questions by Vincent Amanna: Can GED be supported? Silence and no reaction except little is known about GED.

The group seemed to concentrate on recruitment and related problems. No reference was made to case study nor evidence of establishing future goals for the week. All members participated.

(25 minutes of observation)

* * *

Group 4 (Roy Minnis - Learning Facilitator)

1. There was a description of participants and staff in Marvin Glasscock's ABE program.

2. Apparently each person around the circle gave a description of their involvement in ABE.

3. Bill Israel expressed a desire to learn more about ABE.

4. Stephen Frohlicher expressed fascination with adult education and concern about teachers of ABE.

5. There was some identification of what should be accomplished by students completing the eighth grade.

As I left, a beginning was being made by Bill Burge to identify the group's goals and directions.

(30 minutes of observation)

* * *

Facilitator Session, Monday PM

1. Group plans include reconvening in small groups Tuesday AM at 10:00 for Arthur Burman's group to solidify goals and tasks.

2. Roy Minnis' group floundered and was dominated by two people. Roy Minnis gave a process report and then leadership emerged in Bill Burge. They desired to go to the case study. The group wanted to go back into small groups at 7:30.

3. Vincent Amanna noted that Rose Marie Fearn emerged as the leader in his group. The case study was rejected so that matters of greater concern could be discussed. The group identified four problem areas to dwell upon. Participants wanted practical items to discuss rather than philosophical. They know very little about ABE and recognize little or no interrelationship between the local program, the state program and federal legislation.

4. Glenn Jensen's group stuck to the case study, but felt the channels of communication to superiors was first of all necessary. Glenn Jensen expressed some disappointment in the group not going into alternatives or exploring other points.

Evening Session, Monday PM

1. See end of week report by Glenn Jensen.

Small Group Sessions, Tuesday AM

Group 4 (Roy Minnis - Learning Facilitator)

1. A discussion of facilities and furniture which contribute to flexibility and informality was held. (Marvin Glasscock)

   a. Should ABE students have an opportunity to help determine facilities and furniture (Marvin Glasscock says no)? Several others disagreed. Most felt that the adults in the ABE program should have an active part in deciding what should go into the program.

   b. Bill Burge directed discussion to advisory committees; Stephen Frohlicher described his, which was made up of educators--others questioned the advisability of this makeup.

   c. Roy Minnis threw out a question about the philosophy of use of federal funds. Bill Israel, Stephen Frohlicher and Bill Burge reacted in terms of recognized needs and the general feeling existed that one must go get it.

How one looks at my needs as compared with your needs.

   d. A question about material needs was raised by Marvin Glasscock. Bill Israel asked if IMC's existed for ABE. Roy Minnis replied "yes", at UW and CU. No one basic set of materials will serve needs of the

unique population of ABE. Local and individual development to meet individual needs should take precedence over other developed materials.

e. Funds often control (Marvin Glasscock).

f. Bob Guth finally got into the discussion by sharing materials he had used.

(30 minutes of observation)

* * *

Group 3 (Glenn Jensen - Learning Facilitator)

1. Glenn Jensen gave a description of the experimental high school proposed for the Lab School. John Giese felt that GED accomplishes much but a new approach is needed. We need to be out on the cutting edge.

   a. I was asked to react on the experimental high school.

2. Wallace Belden asked how you evaluate ABE. Bill Marsh and Bob Skyles noted that the required pre and posttest is questionable. Frank Johnson commented that observation told one more than testing. (The discussion appeared to become hung-up on GED.)

   a. Bill Marsh stated that teacher judgment on growth may constitute the evaluation.

   b. Dialogue continued between Bill Marsh and John Giese on evaluation; no others entered in. Lorence Laird and Richard Field were little involved.

(30 minutes of observation)

* * *

Group 2 (Vincent Amanna - Learning Facilitator)

Session started with a discussion on fishing (very brief). The question was asked, "How did the Quakers get their meetings started?" Recognition was made that this approach was similar.

1. Qualifications for ABE teachers was raised by Jean Frick; first response was made by Hazen Lawson with a story where tests were used which proved useless. Waldo Ewing reacted. Vincent Amanna directed it to the Adult Education Act. Rose Marie Fearn took the discussion to the tutorial scheme. Harold Wolfgramm suggested that the best teachers for ABE interns also are the best teachers of children. Hazen Lawson referred to the Professor's book which advocated full participation of the individual learner. Vincent Amanna and Harold Wolfgramm reacted. Jim Haugen expressed the point of view that objectives should be on "learning to learn" rather than to learn a trade or skill. (Strayed from qualifications of teachers to what students do.)

2. Discussion continued on what should be the objectives for ABE. A changing technology in American society seemed to be one of the factors most frequently referred to.

3. Teachers first really have to learn about the ABE students before they can instruct successfully.

4. Discussion returned to getting teachers and providing training for them.

5. Vincent Amanna asked how to provide pre-service and in-service training. Suggestions were made as follows:

   a. Use some of the population to be served.

   b. State to fund this through seminars.

   c. Let the teachers identify the needs and hold their own seminars.

   d. Federal funding.

   e. Local in-service.

   f. Select qualified Trainers.

   g. Colleges and universities.

(30 minutes of observation)

* * *

Group 1 (Arthur Burman - Learning Facilitator)

1. Transportation of students to ABE classes.

2. Elmer Bittleston stated that his policy was not to transport although teachers had requests from students.

3. How is follow-up done on ABE students? (Spence Gardner) Elmer Bittleston stated that his teachers do follow-up as a special responsibility. Terry Brattin shared his procedure which often used telephones and fellow students to do some follow-up. Lester Jones used VISTA people to follow-up; letters and telephone were also used. Fred Rock probed for more information on how teachers, transportation, etc. were paid. Can mileage be paid to students to attend class? Yes, in Idaho and Montana.

4. Question was raised by Maestas on how to handle low IQ or handicapped ABE students.

5. Much information was given by participants who had active programs to those who were unfamiliar with ABE.

6. What are the cultural implications with the ABE student? Perhaps IQ has little relevance. Fundamental question is how to handle individual differences.

7. What and how do methods differ with the first grade child as compared with the first grade adult? Various programs, hardware, teacher aides help change methods; EDL also.

8. Observations by myself and Arthur Burman were given:

   a. Information sharing

   b. Show good relationship with each other

   c. Individual needs are the base of discussion

   d. Desire for expertise on a question not answered

   e. Want relationship with MDTA

   f. Did not fully clarify some technical points

(50 minutes of observation)

* * *

Small Group Sessions, Tuesday PM

Group 2 (Vincent Amanna - Learning Facilitator)

Development of a Philosophy of ABE

1. What is a philosophy? - A statement of that which is valued (Rose Marie Fearn restated Vincent Amanna's earlier definition).

2. Harold Wolfgramm said to start with "what is the human being."

3. Is it remedial or compensatory?

4. Is education a right or a privilege? Jim Haugen felt it is a moral obligation to provide education desired on every level.

5. Involving the needs of all and the individual as an end, not means. (Jim Haugen)

6. Needs of teachers and needs of student.

7. Discussion veered to federal vs. local support as a philosophy.

8. Those who put most effort in will derive the most from it. (Harold Wolfgramm)

9. Suggested by Waldo Ewing that division of responsibility should be given to individuals or groups of two and come back with information.

(25 minutes of observation)

* * *

Group 4 (Roy Minnis - Learning Facilitator)

1. Do you want more information on instructional materials from Elmer Richers and Vincent Amanna? Discussion centered about:

   Bernstein, "Trouble Shooting In Math"
   Wallace, "Figuring It Out 1 and 2"
   She also started the Laubach Program of "Each One Teach One"
   "Mott" materials developed by a minister
   "Systems for Success" done at Indiana University - Follett
   "Holt" written by Adult Educators

2. Selection of materials should be done mainly by teachers, but they don't know what is available usually. The elements discussed are a continuation of the building of an ABE program from the ground up for Twin Falls, Idaho. All aspects of concern to the group are thrown out, analyzed, suggestions made, and possible means of building an adequate and philosophically sound ABE program.

3. Use positive forces to recruit rather than coercion.

4. Comparative discussion took place on ABE with MDTA, WIN and other programs.

* * *

Group 1 (Arthur Burman - Learning Facilitator)

1. Question by Elmer Bittleston on offering a secretarial course - not possible under ABE but is possible under MTDA.

2. Federal government retains a financial interest in equipment purchased under federal funds.

3. Utility costs can be charged providing documentation can be made. Better to have a line item in the budget. This also commits the Board of Education.

* * *

Wednesday AM

Facilitator Session, Wednesday AM

1. Group 2 developed a written philosophy of ABE. This will be used in a seminar with the total group.

2. Group 4 was thinking about developing some objectives in terms of behavioral (Mager) terms.

3. Group 1 shows much potential to proceed beyond the practical information sharing to deeper concept development.

Each group analyzed participants as a guide to further progress in attacking issues and moving beyond the concrete to the abstractions in ABE.

A total group session was planned to solidify some concerns and to move into other areas. Interaction with the total group was felt to be of value to resolve minor points upon which all groups were "hung up".

Small Group Sessions, Wednesday AM

Group 3 (Glenn Jensen - Learning Facilitator)

1. Listening and remembering in relation to concentration was discussed. This was related to learning. Frostig and Delacato procedures on perception and physical development were referred to and related to the learning problems of "Sam". Bill Marsh related this to adults in terms of the meaningfulness to learning. Frank Johnson wondered if the five senses were basic to procedures for Sam's learning. Lorence Laird remarked how Charlie Beck could learn a new word each day and make it valuable. What was not brought out was that Charlie retained this by the fact that he used the word he learned. Lorence Laird did finally bring this out himself. Example was provided by Lorence Laird of how a person uses vocabulary in reading, speaking and spelling and each individual vocabulary is often different. Glenn Jensen asked, "How do you handle spelling in your ABE program?" Frank Johnson said the program is geared to the few. Wallace Belden wondered if spelling is basic. Lorence Laird injected the value of competition provided in spelling orally and contests. John Giese reviewed the history of failure of ABE students and felt that it was necessary to go back and succeed at what was failed before the program could advance. Frank Johnson said creative writing can achieve this. Glenn Jensen summarized and drew together key concepts brought out and brought them back to these. An example was given of a businessman who set up a school for those on welfare in Chicago. This brought reactions from others on ways this was done elsewhere. John Giese reacted to things frequently said about the ADC program. Bill Marsh suggested community involvement, thus a commitment to ABE from other segments of the community.

(35 minutes of observation)

* * *

Group 2 (Vincent Amanna - Learning Facilitator)

1. Discussion on research was requested by Rose Marie Fearn--the others felt this was out of place here. (This to me shows greater sensitivity in the group and freedom to suggest and to stay on the point.)

2. The administrator has a responsibility to communicate research to his staff, but not necessarily direct responsibility to conduct research. (Vincent Amanna and others.)

2. Jean Frick referred to the written philosophy which the group planned to present. Harold Wolfgramm felt that parts of the statement were superfluous.

3. Facilities are a part of the learning environment. Elementary schools are a poor choice for facilities. (Jean Frick and Hazen Lawson)

4. Is "adequate funding" an appropriate statement or should it be more specific in terms of needs (Harold Wolfgramm)? Where does it come from? I.E., levels of government or other sources. Is adequate funding the same for all areas? Should be commensurate with needs.

5. Do the participants and/or the staff know what is proposed (Waldo Ewing)? Do they have any part in determination? Generally "no" was the feeling expressed.

(25 minutes of observation)

* * *

Group 1 (Arthur Burman - Learning Facilitator)

1. Discussion on the feeling of people being equal to others (Lester Jones). People play different roles and they feel equal or unequal in different situations and under different circumstances.

2. Ernest Maestas wanted to know what was meant by equal.

3. We listen differently. Fred Rock agreed that we all have basic needs which make us equal. I can learn from you and you can learn from me.

4. Equality of treating each as you would want to be treated (Aaron Card). We have different talents, ability and intelligence which by involving one's self with others allows each other to grow.

5. Communication with the few is difficult - then how do we do this in an ABE class and do we convey to others our feelings which may be interpreted accurately or wrongly? (Elmer Bittleston, Aaron Card, Spence Gardner and Terry Brattin)

6. When we help someone else, do they not also help us? (Ernest Maestas)

7. Is there make believe or is there sincerity in ABE programs? How is rapport established? (Fred Rock)

Real leveling with each other seemed to be taking place. Excellent questions were being posed. There may not be answers, but a real stimulant to thinking and being sensitive and reaction to each other was taking place. These concerns brought out above are basic to operation in ABE between teacher-student, administrator-teacher, administrator-student and all ABE staff to the public.

A station in life often hinders relationship, but it is an item to overcome rather than to live with. Be natural, not false (Elmer Bittleston). Too many assumptions are made (Ernest Maestas).

(25 minutes of observation)

* * *

Wednesday PM

Group 4 (Roy Minnis - Learning Facilitator)

1. Discussion centered about philosophy of ABE in the four roles: teacher, student, administrator, counselor (Stephen Frohlicher).

2. Roles, motivation, attitude of each (Frank Sanders). Members agreed to start on this.

3. Teacher rapport with students and how to find a way to meet the student needs. Sympathy with the pupil. Role of friend, guide, forecaster.

4. How do you let them know or feel you recognize their importance as a person?

5. Can we role play the role of Stephen Frohlicher's teacher (Bill Burge)?

6. Roy Minnis introduced a teacher role to challenge Stephen Frohlicher's supposition of what a teacher is or does. Stephen Frohlicher took role of administrator. Others played the following roles:

   a. Bill Burge - teacher role. (Type of students)

   b. Bill Israel - teacher role. (Testing)

   c. Bob Guth - teacher role. (Attendance)

   d. Frank Lewis - teacher role. (Books; levels to teach)

   e. Frank Sanders - teacher role. (In-service)

   f. Marvin Glasscock came in late to the discussion. (Pay for staff meeting)

Stephen Frohlicher did a job of combining explanations of teacher's role and defending. Why didn't Stephen Frohlicher throw some of these concerns back to the people playing teacher's role? Much use of term "pupils." I wonder if these people refer to ABE students with this term? Evidence in the role playing clearly

indicated a need for thorough and continuing orientation of teachers by the administrators.

(60 minutes of observation)

* * *

Full Group Session, Wednesday PM

1. Meeting started with Vincent Amanna's group presenting the philosophy they developed for the group's consideration and criticism.

2. Lester Jones criticized the statement as being too general and that it would equally apply to all education. Also, is adult basic education such that it would effectively prepare the undereducated adult to perform in society? Instead, adult basic education should perhaps provide the learners with tools to take the next step.

3. Participants became hung up on wording in the statement of philosophy.

4. Why the need to defend one's philosophy? Instead, a point of individual disagreement can be resolved by that person injecting his point of view.

5. Was the criticism leading to destruction and a turning off rather than constructiveness?

6. Conversation switched to identifying the needs of ABE students. Are we projecting these or can they be projected? Should they be more minutely identified as economic?

7. Is a basic need of adults universally one of how to change?

8. Terry Brattin brought out his group's analysis of equality; no one took it up.

9. Bill Marsh suggested that we should consider not just economic needs, but other needs such as personal feelings, social needs and social acceptance.

Too much individual airing of ideas without others entering their thoughts.

* * *

THE FOLLOWING WAS PRESENTED BY GROUP 2 AS A STATEMENT OF

A PHILOSOPHY OF AN ADULT BASIC EDUCATION PROGRAM

1. Adult Basic Education is that portion of the life-long educational process which is designed to provide opportunities for all adults, 16 years of age and over, to supplement their learning experience so that they may function effectively as members of society.

2. Adult Basic Education will be successful to the extent that it meets the needs of all people who are in the above named segment of our society.

3. Adult Basic Education will be effective to the extent that qualified teachers and administrators with empathy and the ability to effectively communicate with undereducated people, are recruited and provided with facilities and materials appropriate to the adult learner.

4. Adult Basic Education will be effective in direct relationship to the level of preparation and sensitivity of its administrators and teachers and to the degree to which it is supported and accepted by the local communities.

5. Adult Basic Education will be successful to the extent that funding is commensurate with needs.

   Adult Basic Education will be effective to the extent that objectives have been defined in communicable terms for meeting the individual needs of those involved.

* * *

Thursday AM

Facilitator Session, Thursday AM

The following suggestions were made relative to the problem of evaluating the first week:

1. Elmer Richers should perhaps be the only one in the final evaluation session. Meet first in small groups, then large group. React to, question and clarify what each means by his responses; evaluate in terms of the seven objectives, i.e., to what level were these met or not met or were they appropriate. Operate as a panel to get evaluation of the week.

2. Discussion on the relationship between the participants and the four learning facilitators and whether the "leaders" can ever be removed from the pedestal.

3. When might the Kropp-Verner Scale be administered?

4. What specific problems to evaluate? Perhaps offer these in the small groups then the large group in modified form.

   a. What progress have you made in your self-directed learning?

   b. Write a page or more on advantages or disadvantages of this week in terms of content and process and what or how to use it back home.

   c. What process activities have they foreseen which can be carried back home and used?

5. Have responses written to specific questions and handed to me.

6. What content have the participants gathered this week?

7. Perhaps in each group between now and Friday ask how they think this week should be evaluated.

* * *

Small Group Sessions, Thursday AM

Group 2 (Vincent Amanna - Learning Facilitator)

1. Vincent Amanna asked how the group sees ways to evaluate this week.

   a. Jim Haugen said that yesterday's group constituted an evaluation. In groups we have been very open.

   b. Rose Marie Fearn and Waldo Ewing disagreed.

   c. Hazen Lawson felt evaluation would have to be subjective. An essay type of what the week has meant to you; personal for each. If the person felt the workshop a failure, no one should feel hurt.

   d. Waldo Ewing felt that the effectiveness should be viewed in relation to what they expected.

   e. Harold Wolfgramm said that involvement and group dynamics should be considered a value, also the informal association.

2. Not necessarily group consensus but what the individual got out of the session or didn't get out of it.

3. The rich experiences of each one have and could not help but make each one better.

4. Which ideas have you heard this week which you can use?

5. The ultimate evaluation of this week will be what I apply back home in my situation (Waldo Ewing).

(30 minutes of observation)

* * *

Group 1 (Arthur Burman - Learning Facilitator)

1. Terry Brattin discussed a person in his program who was there to satisfy himself in ways that could help his own ego rather than to sincerely help others.

2. Spence Gardner suggested that a minority group member on the staff who lords it over others tends to alienate rather than to stimulate his minority group.

3. Aaron Card said that an administrator interviewing personnel for jobs, needs to be more sensitive to the influence that the person will have on people.

4. One cannot always predict before he sees personnel in action, their real value (Fred Rock).

5. Who decides what needs to exist in the community and the personal needs of potential students (Ernest Maestas)?

6. Our needs change as our perspectives change (Spence Gardner).

7. If you only met the needs of the 3 r's the program would likely be a complete failure (Terry Brattin).

(30 minutes of observation)

* * *

Group 3 (Glenn Jensen - Learning Facilitator)

Discussion on how to evaluate the week at Trail Lake.

1. Lorence Laird felt he got a better personal perspective in communication through the small group activities.

2. Age difference in a group often bothers people in their relationships and reactions to each other.

   a. This has real implications for students in ABE and their learning modes or feelings toward learning and those teaching them.

   b. Feelings of threat, deficiency, and possibly acting in an inappropriate role.

3. We all feel this regardless of age, but in different degrees of intensity (John Giese).

4. John Giese said that recruiting and holding students will be no problem if instead of the 3 r's, we teach adaptability to change, human potential, establishing goals, problem solving, how to change habits, values, and motivations. Not manpower but manhood should be our goal. Basic skills are not the goals but ABE participants need the opportunity to get ready to establish and accept goals.

(30 minutes of observation)

* * *

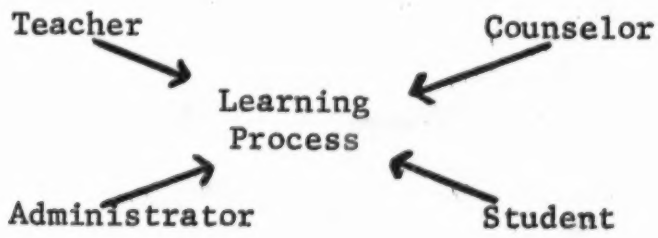
Group 4 (Roy Minnis - Learning Facilitator)

1. The discussion centered on students, their characteristics, their egos, their observed problems, their self-identified needs.

2. Responsibilities assigned to students may be an instructional technique which will develop skills.

   a. The above was a student role discussion, not a class, but individuals with problems and concerns.

3. The following applies to in-service training, selection of teachers, aides, and total administrative responsibilities.



Roles, Rapport, Attitude, Motivation

(25 minutes of observation)

* * *

Thursday PM

Group 3 (Glenn Jensen - Learning Facilitator)

1. Discussion began on the rewording of John Giese's statement.

2. Do or should values change in ABE as the result of ABE programs?

3. Does John Giese's conception of ABE apply to a captive population (prison) as well as an ABE group out in society.

4. Knowing when and what help can be given the adult is more important to the solution of one's problem than for someone to say this is your need and this is the way to meet it.

5. Explore the goal with him rather than suggesting what the goal might be. (a counseling technique)

6. John Giese's statement is in lieu of the 3 r's as a goal, but it serves as a vehicle to achieve greater ends.

(40 minutes of observation)

* * *

Group 4 (Roy Minnis - Learning Facilitator)

1. This session was largely concerned with role playing a student, teacher, counselor, administrator handling a problem which a student had (drinking in the classroom).

   a. Teacher wanted to save the student while the administrator of federal programs wanted him kicked out.

   b. Plea to save the student was made.

2. Two people played roles as reactors to the role playing from the administrator's point of view.

3. Discussion began on how others would have handled this situation.

4. Should students be allowed to make the rules under which they conduct themselves? (Marvin Glasscock) He would think a part time program would have rules established by teacher while a day program might allow rule making.

   a. Can decision making be instilled if opportunity to make decisions is not allowed?

5. Administrative principles came out wherein one of the role players, not the administrator, probed administrative concerns. Can or should the teacher or counselor get into the administrator's domain? YES!

   a. Bob Guth's case study served as the basis for this session. A generated concern from the group was apparent in this situation.

6. Roy Minnis directed attention to the process.

(45 minutes of observation)

* * *

Friday AM

Facilitator Session, Friday AM

1. Glenn Jensen explored plans for the second week to be held on campus. It was agreed that groupings might be made by states.

2. Week of June 23 will be quite structured.

Evaluation of first week:

3. There seemed to be consensus that the general session would test a new curriculum design proposed by group 3. This also will serve as an evaluation of the week. Also the Kropp-Verner scale would be administered at the last general session.

4. Group 4 is answering four questions they have developed.

Proposed format for general session

1. Group 3 may present their plan. Group may talk about this if desired and react to its value.

2. Evaluation of the week through discussion.

3. Kropp-Verner scale.

4. What discoveries have you made here which you can apply back home? Each might verbalize this orally or in writing.

5. What would you hope to implement?

6. Perhaps if individuals desire, after reflection about this week, they can write their thoughts and hand it to Elmer Richers on Monday.

* * *

Small Group Sessions, Friday AM

Group 2 (Vincent Amanna - Learning Facilitator)

1. Discussion on the use of an advisory committee.

2. Harold Wolfgramm hesitated to use advisory committee for evaluation because they are not well enough informed and their use might be interpreted as a threat to the professionals in the ABE program.

3. Advisory committees should serve a year at a time and not necessarily repeat a second year (Jean Frick).

4. Hazen Lawson said his advisory committee served very well.

5. Waldo Ewing feels advisory committees are an absolute necessity.

6. Next steps in formulating program:

   a. Educational needs vs. human needs (Rose Marie Fearn). Can we or should we try to be all things to all people (Jean Frick)?

   b. Is a need of coming forward and becoming involved as important or more important than content for the ABE student? The "unloading" process should be valuable in giving the teacher insight into the student (Rose Marie Fearn and Waldo Ewing).

7. The law can hinder involvement in getting at human needs and a voluntary program may reach these easier than in a strictly public setting. However, these needs are inseparable.

The procedure with Institute participants this week was directed toward application to back home problems. The teacher needs to be involved in setting

up the program rather than the administrator being all knowing. This could be done through in-service training and pre-orientation. It should come from them. Participants in this Institute were allowed to consider their own needs and desires instead of following pre-conceived "leaders" plans of what should be done.

(30 minutes of observation)

* * *

Group 4 (Roy Minnis - Learning Facilitator)

1. Group members feel they will finish their small group activities during the morning and would prefer to have the general session as early as possible in the afternoon.

2. Frank Lewis shared experience of an administrative decision made back home:

   a. The case suggested that people other than the board, the administrators, and professionals should be involved with decision making.

   b. Discussion attempted to apply administrative principles. (discussion wasn't allowed)

   c. Above case was deferred and the group decided to determine evaluation procedures to follow in assessing the ABE Institute week at Trail Lake.

3. Clarify objectives and have we met them? We haven't met all due to time limitations.

   a. People in the group got to know each other well and function as a group.

   b. Consideration of content and process.

(40 minutes of observation)

* * *

Group 3 (Glenn Jensen - Learning Facilitator)

1. What is the motivation for people moving from one place to another or one job to another? Do they have clearly identified goals? Glenn Jensen feels usually there is no clearcut logic connected with the decisions.

Change for change's sake was proposed. Bob Skyles stated someone else often determines why one goes or is in a particular place. For instance, this week was determined for me by my state director. Wallace Belden felt that ABE students are often goalless. Glenn Jensen says we all suffer from this lack of goal. Lorence Laird believed teachers often teach because of their assumed role of being the "boss" to some others. Frank Johnson said,"We decided what we do and go where we go due to a seeking of our level and to a situation where we can succeed." Bill Marsh believed family ties kept people where they were. "Those people" have a communication system of their own. This is true with migrants. Rumor is often a basis for moving and is frequently based on false information (Frank Johnson). Bob Skyles thought some people change for the purpose of following a status symbol. Why does "Sam" on welfare, knowing there are better things, shy away from change (John Giese)? Resistance to change may be a male cultural role of "sticking to your guns" (Richard Field).

(30 minutes of observation)

* * *

Final Full Group Session at Trail Lake, Friday PM

1. Statement by Group 3 passed out.

2. Kropp-Verner Scale administered.

3. Suggest thanks for the staff at Trail Lake, cooks etc. (Hazen Lawson)

4. Other statements people might wish to make:

   a. John Giese emphasized the concern expressed by the handout on changes needed in ABE.

   b. Comments on paper were largely complimentary and constructive.

   c. Little projection beyond the statement.

   d. Harold Wolfgramm felt the statement represented needs in a dynamic society.

5. Several comments that the learning facilitators were considered as members of the small group rather than as "teachers."

6. The group accepted the facilitators as members of the groups, rather than one on a pedestal.

7. Leveling with each other took place in the group.

8. Frank Johnson said this week was for him an outstanding experience.

9. Hazen Lawson said this approach has worked for him before and had little doubt that it would work and he felt that it did.

10. Spence Gardner said no one went to sleep - this is a type of evaluation. He feels this experience will have applicability to his work with people back home. This week has given each a chance to evaluate himself. The setting and format afforded almost no outside interference as is common in a bustling society.

11. What structure developed was an expression of the freedom allowed which was deemed comfortable rather than imposed from the exterior.

* * *

The following statement on ABE curriculum was made by Group 3:

ABE cannot be content with what it is doing at present. Robert Hutchins said, "An educational system that aims at manpower rather than manhood will not suffice." Our task is to develop human potential.

Each individual is probably his own best judge of the direction in which his growth and development should proceed. He can do this if he is given or discovers insight into what he is and how he relates to others.

It is not realistic to try to meet the myriad of job requirements for tomorrow's world of work. Nolan Estes of the USOE states that, "We simply can't continue to provide the facts needed to make decisions in a world where most of the facts we'll need are still unknown."

We are all entering a world of more rapid change. We must help people feel comfortable with abandoning old views and habit patterns in exchange for more realistic insight.

The main effects of education should be changes of values, motivations, and habits of thought. (How to measure?)

It is important that reading, listening, writing, speaking, computation, attitude change, and basic understanding of one's environment be available but they need to be utilized as vehicles through which goals can be obtained. These items may be a means to an end but are not an end in themselves.

ABE students need to establish realistic goals as part of their program. Many need to establish and learn objectives. They need psychological support from administrators and staff members. Success early and often will help them become achievement motivated. Probably we can help them become committed to continuous learning. We must help them get ready for opportunity.

Someone once referred to the 3 R's as survival skills which they are, but there are other skills that are more important such as feeling comfortable with change, understanding people, understanding society, having realistic goals, to mention a few.

The British poet Houseman once looked at his sourroundings and said, "I, a stranger, am afraid, in a world I never made." Are we not obligated to help people not feel like strangers in their world?

WHAT HAPPENED
FIRST WEEK?

By Vincent Amanna

What happened Monday A.M. is not clear, nor should we expect it to be. It appears that the total group bought the idea of self direction. They were not sure what they would do with it but began to explore some areas. One participant stated that he was concerned about the administration of ABE programming and not about instruction etc. There was no attempt to challenge the idea that administration exists to the exclusion of instruction etc. This is evidence of the existence of extremely limited concepts among the participants in the early hours of the program.

There was a lot of free-wheeling during the morning session with little focusing on central issues. Little in the way of pattern emerged.

The small group sessions seemed to move if somewhat randomly. Elmer Richer's comments seemed to indicate considerable activity but did not show the emergence of group pattern development. Our group settled on four aspects and discussed the very life out of them. It was largely cathartic and partly an inventory of what they already knew.

The Monday P.M. session was a useful session if further proof of our intention to make this a self directed learning situation was needed. Art Burman's comments about concern for the welfare of the individual either as an ABE student or a participant in this institute was probably the most useful thing that happened. There was a continual reference to what had happened in each of the four groups during the day giving some indication of the development of group identity. However, there was little evidence that any of the groups clearly could see where they were going.

On Tuesday there seemed to be developing a sense of group responsibility. One heard statements like: "My group is going to meet at 8:30," or "When is your next group meeting?" They seemed to be going about their tasks, however unclear they may have been at this time, with some sense of wanting to.

In the P.M. there seemed to be even greater independence in determining group responsibility. Groups were scheduling meetings at widely divergent times. There seemed to be some crossing of group lines especially by staff. I have been invited to meet with Art Burman's group tonight at 7:30 P.M. My own group has decided that following its session this afternoon it will not meet until 10:00 A.M. tomorrow.

The freedom of the situation is taking hold. I am not sure that there is any strong committment to confront the crucial issues in ABE developing.

The latter part of the week proved to be a more dynamic learning situation with my group and others accepting the unstructured nature of the Institute and plunging into thoughtful discussion on the tough issues of ABE administration.

SOME OBSERVATIONS OF ACTIVITIES
DURING FIRST WEEK

By Glenn Jensen

MONDAY:

At breakfast all sat behind name cards with relatively little getting acquainted. There seemed to be an air of uneasiness about the whole situation. Following breakfast all were registered, completed forms etc. This process lasted until 11:30 A.M. Following this formality Jensen and Learning Facilitators tried to explain and create an atmosphere of freedom. Participants weren't sure about the message. In the P.M. participants visited, walked and debated whether they could believe that this week was indeed to be free and non-structured. The lunch period was more informal and relaxed than the breakfast. In the afternoon small groups met. Only one group tackled the assignment (case study). The other groups decided to discuss concrete issues of a practical nature such as financing, recruitment of students etc. One group decided that they preferred not to meet with the rest of the participants in the general evening session but to meet to discuss its own problems.

The big group in the general session met from 7:30-9:30 P.M. at which time participants dealt largely with the process of intergroup procedure. The Learning Facilitators were asked by the participants to report their reactions to the discussions so far. This proved to be an interesting endeavor in that the participants thought things happened differently than did some of the Facilitators. The first evening session ended with consensus that each small group would now plan its own objectives for the balance of the week and would decide at some appropriate time when they wished to meet in general session.

TUESDAY:

The four small groups met in the A.M. to discuss previously agreed upon objectives. All the discussion centered still upon concrete or practical issues. The participants seemed to be more comfortable with these and were reluctant to plough into abstract issues such as those inherent in the case studies.

In the P.M. on Tuesday the small groups again met for a couple of hours, each discussing the practical issues of money, teachers and recruitment. The Learning Facilitators seemed to be doing an awful lot of the talking. There seemed to remain great reluctance to move into the abstract issues confronting ABE.

Tuesday evening one group asked to meet with two of the Learning Facilitators to get up-to-date information relative to federal legislation and findings.

WEDNESDAY:

The Facilitators met at 8:30 A.M. to summarize what had happened so far in the Institute. Generally the feeling existed that some progress was being made in the direction of moving away from the concrete to the abstract and theoretical. However, some concern existed over the fact that a few of the participants were very reluctant to get away from the concrete, back home situation.

Elmer Richers reviewed his perceptions of each of the groups and the Facilitators raised questions to Dr. Richers relative to how he viewed specific happenings. Each thought that this review was helpful.

Members of Group II asked to present to the total participants a proposed philosophy of ABE for testing its logic. At this presentation there were some very pertinent questions raised relative to the statement of philosophy. One of the group members (Jean Frick) carried the brunt of the presentation and defense. Some members thought the participants were too critical and that they were too negative. Others disagreed saying that members of Group IV should be able to defend the philosophy they advocated if they felt strongly about it. This was by

far the most interesting and provocative general session although 10 members did not speak during the session. Upon discussing the reasons why some did not talk, two said that they were participating but non-verbally.

THURSDAY:

At an early morning meeting of the Facilitators there was some sharp disagreement with the Project Director relative to the approach which should be taken to scientifically appraise the results of the first week's activities so that this week might be compared to the second week on campus. There seemed to be some agreement however, that the Kropp-Verner attitude scale would be the best instrument to utilize but each of the Facilitators agreed to test the reactions of their groups relative to evaluation of the first week.

Most of the groups discussed evaluation on Thursday and explored deeply the reasons for evaluating and how to go about it, not just for this Institute but for ABE programs generally.

FRIDAY:

The small groups continued their discussing on Friday morning, attempting to cover issues and problems skipped over during the week. There seemed to be an intensity and seriousness in the study and discussions of each which had not previously been demonstrated. One group asked for the privilege of presenting and testing a plan for ABE curriculum design before a general session of all participants. This was accepted by the other members and the proposal was presented and explained by the total group at an afternoon session. A summary of the plan is included in the final report of the Institute. There was very little criticism of the plan or of the presentation and the response of the total group seemed to be "It looks okay."

The balance of the afternoon session was spent in oral and in written evaluation

of the first week. The group seemed cohesive, enthusiastic and ready to move into the second week of the Institute on the Campus 300 miles away.

RESULTS OF PARTICIPANT ATTITUDE SCALE
FIRST WEEK OF 1969 ABE SUMMER WORKSHOP

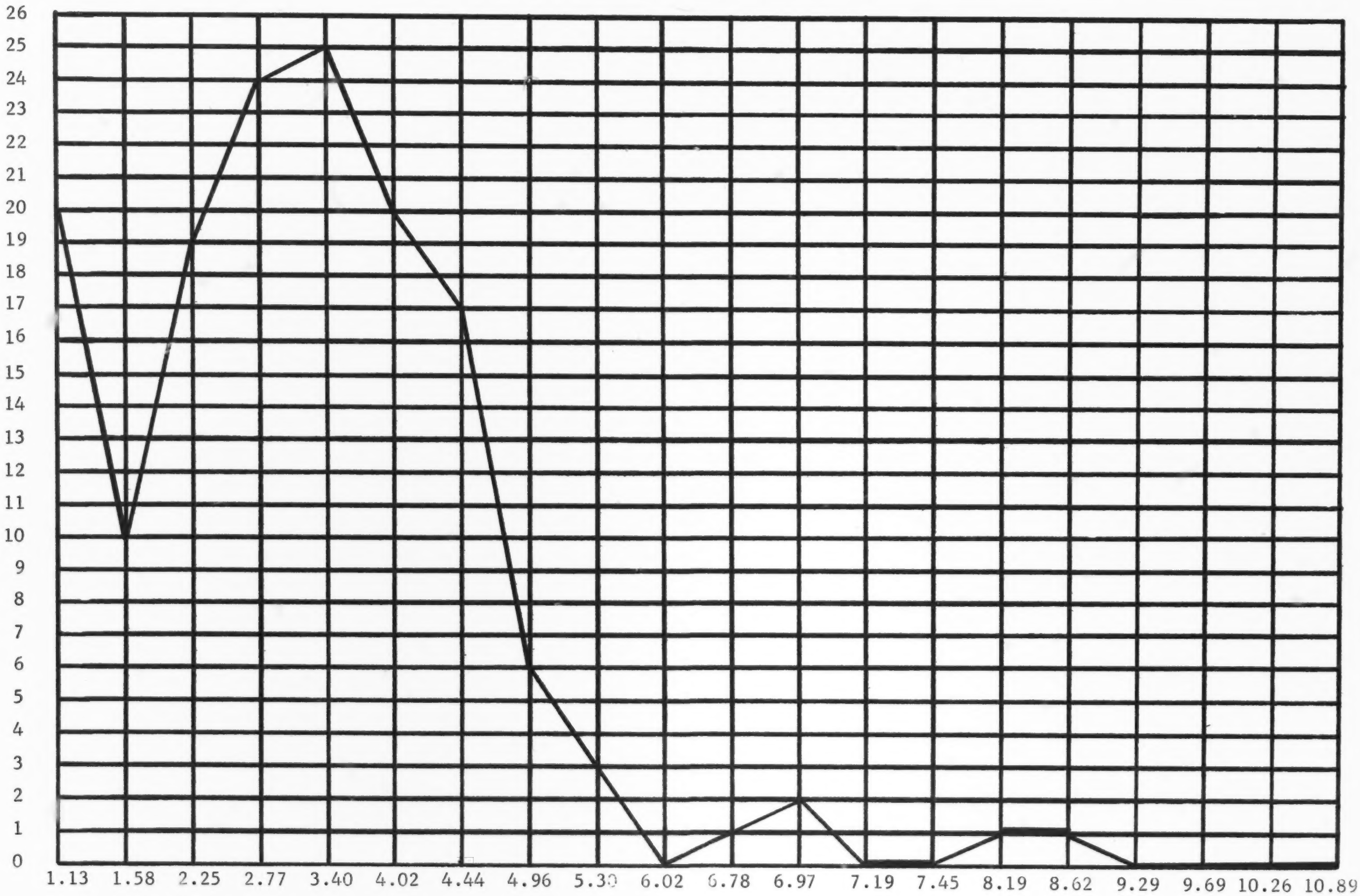
Statement	Point value	N	%
1. It was one of the most rewarding experiences I have ever had.	1.13	20	77
2. Exactly what I wanted.	1.58	10	39
3. I hope we can have another one in the near future.	2.25	19	73
4. It provided the kind of experience that I can apply to my own situation.	2.77	24	92
5. It helped me personally.	3.40	25	96
6. It solved some problems for me.	4.02	20	77
7. I think it served its purpose.	4.44	17	65
8. It had some merits.	4.96	6	23
9. It was fair.	5.30	3	12
10. It was neither very good nor very poor	6.02	-	-
11. I was mildly disappointed.	6.78	1	4
12. It was not exactly what I needed.	6.97	2	8
13. It was too general.	7.19	-	-
14. I am not taking any new ideas away.	7.45	-	-
15. It didn't hold my interest.	8.19	1	4
16. It was much too superficial.	8.62	1	4
17. I leave dissatisfied.	9.29	-	-
18. It was very poorly planned.	9.69	-	-
19. I didn't learn a thing.	10.26	-	-
20. It was a complete waste of time.	10.89	-	-

Number of participants 26

Mean number of responses 5.73

Mean value rating 3.17

FREQUENCY DISTRIBUTION
First Week of 1969 ABE Summer Workshop



1969 ABE ADMINISTRATORS' INSTITUTE
Second Week (June 23-27)
On Campus, University of Wyoming
Laramie, Wyoming

MONDAY, JUNE 23

1. Dean Willey of the College of Education gave the official welcome to the campus but he did more. He discussed his philosophy of education including the adult and elaborated upon the rationale of the college faculty in developing a graduate program in adult education.

2. Dr. John Hanks, Professor of Sociology, presented his perception of the Sociology of the Disadvantaged spending some time on defining the "Disadvantaged". His presentation on cultural models involving the traditional and change models and the stereotypes we have developed drew a significant response and excellent discussion from the participants.

   Dr. Hanks cited several studies relevant to the White and Non-White population which were pertinent to ABE administrators. His discussion of the "New Careers" program related well to problems raised by members of the Institute.

3. Mr. Gary Eyre, Director of Adult Education, Colorado State Department of Education, delivered a carefully prepared presentation on the organization and functioning of state wide advisory committees. Specific attention was given to characteristics of successful committees and their accomplishments. A very brief summary of Mr. Eyre's presentation is as follows:

   An advisory committe is generally not an <u>action</u> group, but rather a group that offers suggestions or recommendations to an individual or group within the Department of Education or a local educational agency.

   Traditionally, advisory committees have been most useful during periods of crisis or emergency. At such times, they have proved an important device for "enlisting the support of the regulated in the process of regulation."

   An advisory committee provides a 2-way system of communication between the school and the community which is essential to all educational programs. An educational advisory committee, either at a national, State, or local level, has no administrative or legislative authority. The very name signifies its function. Whether it is called a board, commission, council, or committee, its function is to give advice.

4. Mr. Richard Rowles, Director of Adult Education, Wyoming State Department of Education, discussed "Long Range Planning in ABE." He commented upon the new regulations, the Community School concept, the ABE Seminars held in Wyoming and the 17 ABE programs conducted in Wyoming during the year ended. In discussing the plan of services offered he suggested the following chart:

Adult Student

Diagnostic Services

Adult Basic Education

Employment Orientation and Pre-Vocational

G.E.D.

Occupational Training

Correspondence

Placement on Jobs
Bureau of Occupational Placement

Basic English

Math

Adult Basic Education

Social Science

Biological Science

Diploma

G.E.D.

Job

Academic

Technical
Better Jobs

Vocational

In the discussion session which followed Mr. Rowles answered numerous questions relative to WIN, Homebound Instruction, and ESEA. Mr. Rowles and Mr. Eyre teamed up in a joint presentation of Senate Bill 1663, New Trends in Legislation and House Bill 11620.

TUESDAY, JUNE 24

1. Dr. Brent Gubler, Director of Adult Education, Utah State Department of Education, made the initial presentation on the Community School concept. His remarks centered about three themes:

    a) Education and change
    b) Historical concepts of adult education
    c) The next step

    Discussion was spontaneous and revolved around these points:

a) What are the processes of education?
b) Are there ulterior motives in the Community School concept?
c) What are the revolutionary trends in Adult Education?
d) Why was ABE really established?
e) Who runs the Community School?
f) How can the Community School be financed?

Dr. Gubler summarized that the Community School should serve as a liaison and coordinating agency for the Community and that the director should be a person instilled with the concept of Community.

In the discussion which ensued the following seemed to represent consensus:

a) Consolidation has opened up school buildings which can serve as the Community School facility for social and educational activities for adults.
b) The statutory county superintendent might function as a Community School coordinator.
c) Cost of the director is the first and most important cost. If this is accomplished then coordination of other agencies and services will usually provide the program.
d) Counseling and legal aid service can be provided in the Community School.
e) Might a resolution be drawn by this group to recommend that any school district with a high school employ a full time director of adult education?
f) Reference to Trail Lake discussion or on involvement of people rather than concentration on the 3 R's.
g) Community service versus courses for credit become a problem in community colleges.
h) Community Council would not be the existing school board.
i) State Directors should approach superintendents on the need for adult education and how it could be done without the superintendent becoming responsible for yet another thing.
j) Flint, Michigan has not lost a bond issue since the Community School was established.
k) Education should be for the total person and not for the manipulation of people.

2. As the final presentation for Tuesday Mr. William Cuneen, Director of Adult Education for Montana and Marvin Rose, State Director for Idaho, performed a team lecture and discussion on "In Service Training for ABE Teachers." The following points emerged during this presentation:

a) A packet of information at time of registration should be given to each.
b) Small groups (10 or less) rather than large groups are preferable.
c) Start on time and keep to schedule for a meeting.
d) Keep meeting moving and pertinent.
e) Provide adequate break time.
f) Build in opportunity for socializing.
g) 50% of good which comes from a meeting comes during the informal time together.

h) Use a "core area" for the topic of the in service session. Example: Psychology of Adult Learning.
i) Have a progress report made.
j) Have participants express their needs and desires on items to cover.
k) Report on future plans for training in the region, state or locality.
l) Three opportune times to hold meetings:
   1. October after school is under way.
   2. Calendar year change.
   3. Spring, near or after conclusion of major part of the year.
m) Training of teachers' aides should be an integral part of the ABE program.
n) If possible have a television training program for the five state area.

WEDNESDAY, JUNE 25

1. Mr. William Marsh, Director of Adult Education at Eastern Wyoming Community College, conducted a lecture-demonstration on "Testing, its Planning and Utilization." His presentation revolved around the following:

   a) Rationale for testing.
   b) Functions
      1. Screening
      2. Placement
      3. Diagnosis
      4. Evaluation of teaching and learning.
      5. Information for vocational and personal guidance.

   Mr. Marsh placed on exhibit numerous copies of tests appropriate for adults and discussed strong and weak points for each. Discussion centered around time for giving tests, interpreting results, how to compensate for cultural differences and how to eliminate threat. Participants demonstrated their high regard for this presentation.

2. Mr. Bruce Perryman, Director of the Research Coordinating Unit in the Wyoming State Department of Education, discussed "Research in ABE." He based his discussion on ABE research projects funded through RCU and outlined some of the principal findings. These were:

   a) Many people hold to a direct association between ABE and Vocational-Technical education.
   b) There is a need to start the ABE classes earlier in the fall, thus lessening the loss of people in late Spring to agricultural jobs.
   c) Majority of participants are female and below 50 years of age.
   d) More married adults than single adults.
   e) More than 50% are already employed but under employed.
   f) G.E.D. seems to be the prime motivator in ABE and this may be contrary to the Act.
   g) Evaluation at state level is apparently needed.
   h) Generally speaking administrators seem unwilling to support the ABE program if federal funds were cut off.

i) Not enough local initiative and support from legislature, school boards, administrators.
j) More flexibility is needed in testing materials.
k) Teachers should experiment more in their classes.
l) Students very appreciative of the ABE opportunity but desire more hours of instruction.
m) Transportation, domestic problems were uppermost for the students.
n) Enrollment to increase education and job opportunity.
o) Teachers in favor of using aides who had graduated from ABE.
p) Teacher-student ratio - 1-5 to 1-10.
q) Drop out rate was high.

Mr. Perryman concluded with a discussion of needed research.

3. Dr. Elmer Richers and Mr. Frank Reed, Consultants in ABE provided a demonstration in the use of ABE equipment, utilizing a host of instructional devices and aids. After some discussion on methods and techniques Dr. Richers introduced a taped lecture by Dr. Combs of the University of Florida pertaining to good and poor teaching. Following is a summary of Dr. Combs remarks:

I. Effectiveness in teaching depends upon how well the teacher utilizes his own self beliefs.
   A. Typical way the teacher looks at the student.
      1. Good ones concerned with how students feel.
      2. Sensitivity to other's feelings.
   B. Way in which they see people.
      1. Good ones see them as able.
      2. Good ones see them as friendly.
      3. Good ones see them as worthy.
      4. Good ones see them as dependable.
   C. On the basis of what the teacher believes about himself
      1. Must believe that self is able.
      2. Must feel liked.
      3. Must feel one with the mass of people.
      4. Must trust his own impulses.
   D. Purpose of task with which they are involved.
      1. Good ones see freeing purposes rather than controlling.
      2. Good ones use larger purposes.
      3. Good ones make it clear who they are (authentic).
   E. Methods.
      1. The good helpers are those who are authentic.

THURSDAY, JUNE 26

1. Mr. Robert Schliske, Community Service Director of Laramie County Community College, discussed "Suggested Innovations in Utilizing ABE Advisory Committees on the Local Level." Mr. Schliske emphasized the importance of follow up of ABE students in job placement or advancement and discussed the role of an advisory committee in this regard. The functions of an effective advisory committee were discussed in this order:

a) Advise director.
b) Advise local school administration.
c) Help make community surveys.
d) Advise as to general training programs.
e) Advise on qualified teachers.
f) Assist in ascertaining student selection criteria.
g) Assist in planning course of studies and course outlines.
h) Advise as to adequacy and appropriateness of equipment and facilities.
i) Assist teachers in relating instruction to needs of community.

Select committee members with integrity who are willing and able to serve. Keep them informed; keep them active. Have agenda for meeting, allow time for discussion, try to get agreement, but never vote. Give plenty of praise and thanks and credit. Always consider members' advice.

2. Dr. Jensen, Project Director and Professor of Adult Education at the University of Wyoming, next introduced a case study on "Inter-Agency Cooperation in ABE" and asked representatives of each of the five states to discuss the case, select a role player and return in 30 minutes to play the role. The roles played were: Local ABE Director, a Spanish speaking home-making teacher, a State Director of Adult Education, a Church Adult Education Director, a Community College Director of Community Services and a C.A.P. Director. Following is an abbreviated summary of more than an hour's discussion which at times was wild:

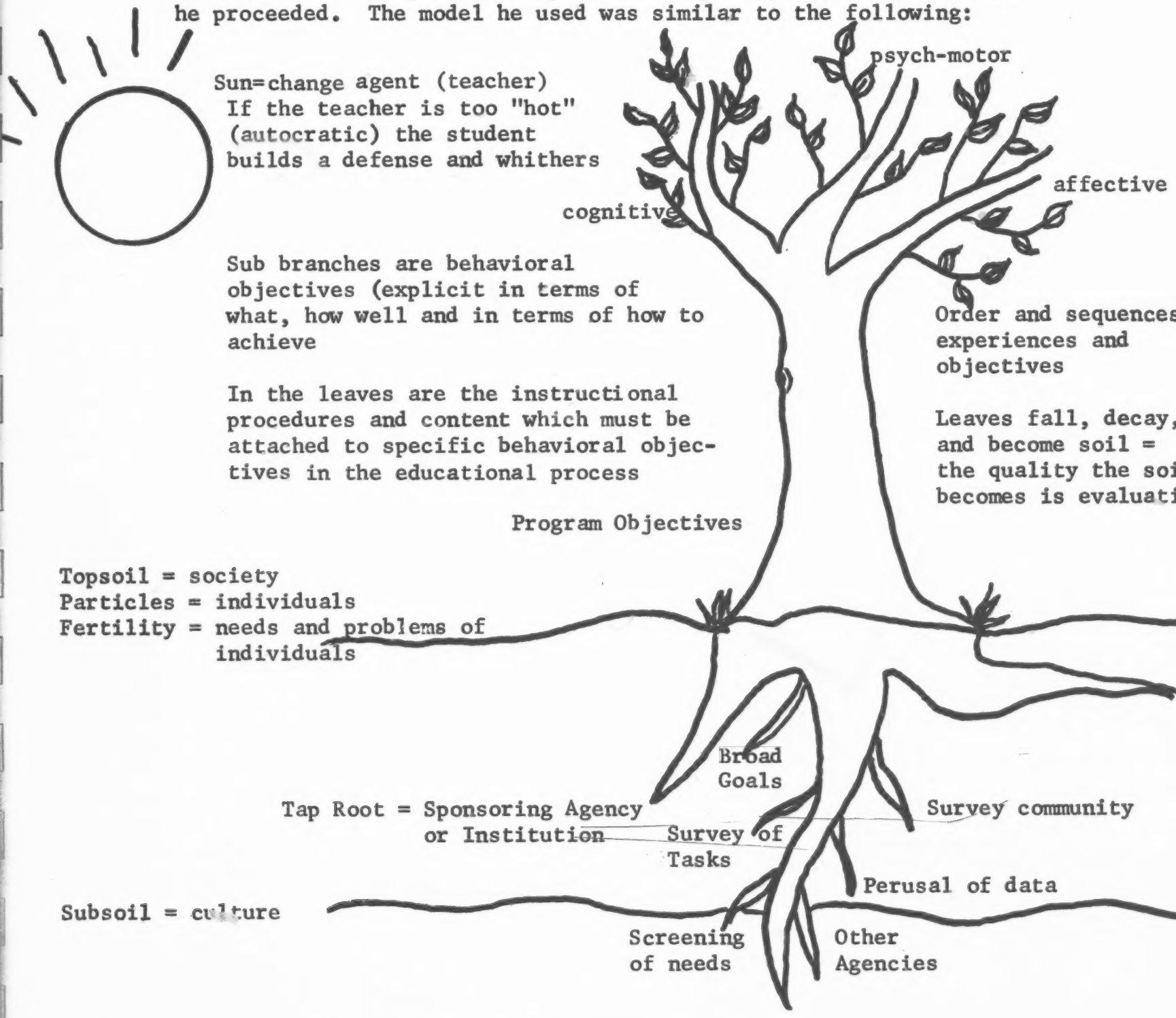
Panel had some difficulty getting started - later got on well.
State Director - attempted to identify cause (politics).
Local Director - defended quality of programs offered and attempted to repair
Church - felt left out and was prepared with a contingent of support (deacons) present.
State Director - brought group back to serious consideration of renewed cooperation.
Homemaking Teacher - pinpointed the College person to identify what they plan.
Church Director - felt they were the pioneers in the program - concern whether a parting of ways would be taking place.
College - pointed to CAP as the director for coordination. Hire church people because they are experienced. Suggested setting up an advisory committee.
Group - attempted to really solve the "rift" and go forward rather than to find fault at the State Department level where the communication breakdown occurred.
Decided not to fire the local Director.
Homemaking Teacher - felt new directions should be taken; i.e., Nutrition and the advisability of the college being the location for ABE.
Church Director - continued to bring up lack of financial support in past from local ABE director. Wanted to call on a deacon. State Director attempted to squelch.
CAP and Local Director - Why didn't you know of the action of the Governor, State Commissioner and the State Vocational Person?

Answer: A regrettable situation which he had no control over.
Community College - showed developed interest in cooperation and coordination and negotiation of concerns.
Church Director - suggested that a disadvantaged person from the Church be considered as the $21,000 Director of ABE.
Homemaking Teacher - pushed issue of what the program will be at the College.
CAP - still antagonistic about being left out and sees a rift with local director.

The role playing technique appeared to be a satisfactory way of approaching the difficult problem of inter-agency cooperation.

FRIDAY, JUNE 27

1. Dr. Wayne Schroeder, Professor of Adult Education at Florida State University, presented a stimulating discussion of program development. He used as a model the Program Development Tree and explained the analogies as he proceeded. The model he used was similar to the following:


Sun=change agent (teacher)
If the teacher is too "hot" (autocratic) the student builds a defense and whithers
psych-motor
affective
cognitive
Sub branches are behavioral objectives (explicit in terms of what, how well and in terms of how to achieve
In the leaves are the instructional procedures and content which must be attached to specific behavioral objectives in the educational process
Order and sequences experiences and objectives
Leaves fall, decay, and become soil = the quality the soil becomes is evaluation.
Program Objectives
Topsoil = society
Particles = individuals
Fertility = needs and problems of individuals
Broad Goals
Tap Root = Sponsoring Agency or Institution
Survey community
Survey of Tasks
Perusal of data
Subsoil = culture
Screening of needs
Other Agencies

Types of soil - Certain growth will occur in each type
sand = loosely structured (Urban social system)
clay = small particles held together firmly (Common bonds, sets of value, etc. = the rural group or those with common expectations)
loam = mixture of the loosely structured and lightly structured.

Dr. Schroeder concluded his presentation by asking the small groups to establish a program objective and write a friendly letter. The following principles emerged from the experiment:

a) Involvement by participants.
b) Permissive, threat free climate.
c) Active participation enhances learning.
d) Ordered and integrated sequentially.
e) Feed back = discernment of progress.
f) Readiness - physical, psychological, social.
g) Meaningful information instead of nonsensical.
h) Attitudes are best learned through first hand exposure.
i) Practice and application.
j) Distribution of practice.

2. Mr. Amanna, Regional Program Resource Specialist in ABE, discussed the regional resources available to local programs. Mr. Amanna pointed out that Region VIII has been unique in developing a cohesiveness and an "esprit de corps" and that State Directors have generally presented a united front. Some of the resources he presented were:

a) Regional office and staff.
b) State Director's talents.
c) Institutions of higher education involved with ABE such as the University of Wyoming.
d) Instructional materials.
e) Program development suggestions.
f) Local agencies to assist State Directors.
g) University of Colorado Project.
h) Flexibility to do what needs to be done.

In a discussion of what the participants needed the following emerged:

a) How is my local program viewed by an outsider?
b) Keeping track of students so as to follow up and evaluate adequately or on a long range basis.
c) More frequent regional meetings.
d) Regional inter-agency coordination.

Friday afternoon was devoted to completion by each participant of:

a) A post test attitude scale.
b) The Kropp-Verner Scale.
c) Final written examination.

Following the written examination participants received a certificate of achievement, final payments and the last word from Dr. Arthur Burman who flung out the challenge to each administrator to try a new experiment, treat people as we like to be treated and to set a new mark in ABE administration.

RESULTS OF PARTICIPANT ATTITUDE SCALE
SECOND WEEK OF 1969 ABE SUMMER WORKSHOP

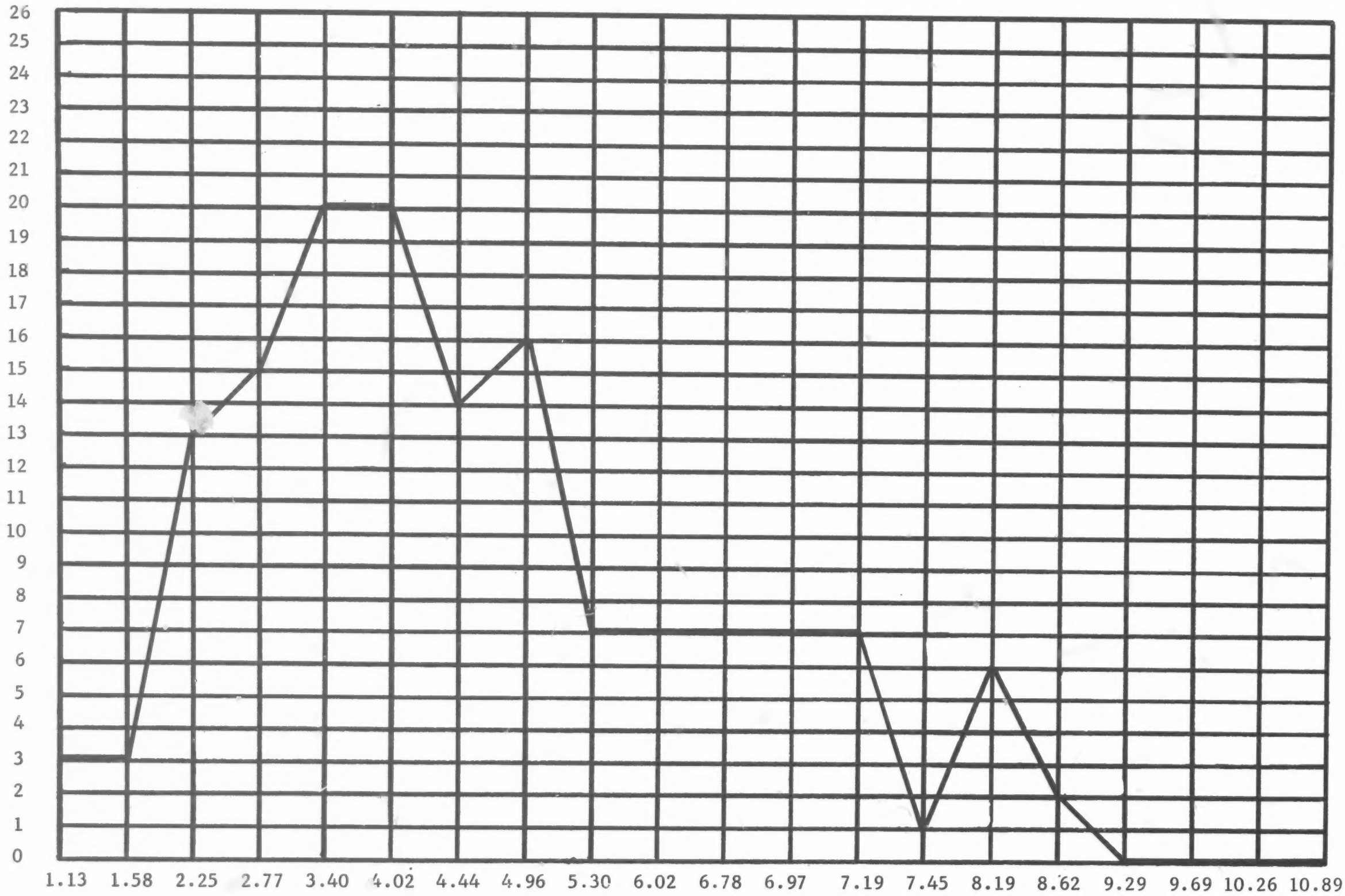
Statement	Point value	N	%
1. It was one of the most rewarding experiences I have ever had.	1.13	3	13
2. Exactly what I wanted.	1.58	3	13
3. I hope we can have another one in the near future.	2.25	13	50
4. It provided the kind of experience that I can apply to my own situation.	2.77	15	58
5. It helped me personally.	3.40	20	77
6. It solved some problems for me.	4.02	20	77
7. I think it served its purpose.	4.44	14	54
8. It had some merits.	4.96	16	62
9. It was fair.	5.30	7	27
10. It was neither very good nor very poor.	6.02	7	27
11. I was mildly disappointed.	6.78	7	27
12. It was not exactly what I needed.	6.97	7	27
13. It was too general.	7.19	7	27
14. I am not taking any new ideas away.	7.45	1	4
15. It didn't hold my interest.	8.19	6	23
16. It was much too superficial.	8.62	2	8
17. I leave dissatisfied.	9.29	-	-
18. It was very poorly planned.	9.69	-	-
19. I didn't learn a thing.	10.26	-	-
20. It was a complete waste of time.	10.89	-	-

Number of participants 26

Mean number of responses 5.5

Mean value rating 4.40

FREQUENCY DISTRIBUTION
Second Week of 1969 ABE Summer Workshop



AN ANALYSIS OF ATTITUDES EXPRESSED BY PARTICIPANTS ATTENDING THE 1969 ABE ADMINISTRATORS' INSTITUTE: A COMPARISON OF FIRST AND SECOND WEEKS

The 1969 ABE Institute provided an opportunity to compare participants' attitudes toward a week of unstructured, self-determined, free-wheeling activities and a week of highly structured, traditional, lecture oriented sessions. The first week of the Institute was structured only in the sense that some overall learning objectives were submitted, introductions made and two sessions were announced for the first day. The second week had 14 formal presentations, few small group sessions, a registration, pre and posttests and a final exam. Participants were not consulted during the second week relative to any program change and there was relatively little "free" time. During the first week a highly qualified staff and a well stocked ABE library were made available to the participants but they were not told what to do or how they should spend their time.

Some predicted that the participants would revolt during the second week in light of the freedom exercised during the first week but any mass revolt was quashed by holding the final checks until the program was completed. Actually there had been a great rapport established during the stay at Trail Lake and this seemed to carry the group along during the second week. It may not have made any difference what was done during the second week; the cohesiveness was such that it would have been difficult to destroy. Actually, there may have been some mental relief on the part of the 28 participants and staff by coming to the campus and having everything planned for them. This is a much safer situation than the unstructured one at Trail Lake. Even the Project Director felt more at ease and satisfied during the second week. However, all of the formal presentations were well done and very appropriate. This added to the stature of the second week.

The difficult problem which the participants and staff (learning facilitators) faced was how to evaluate the two weeks so that a sophisticated comparison might be made. In other words, all were interested in determining whether the unstructured environment provided a better learning situation than the formal one. Numerous questions were proposed and considerable discussion ensued relative to a scientific evaluation and it was finally decided, but not unanimously, that the Kropp-Verner attitude scale was the best measurement device we could utilize to make the comparison. This scale was administered at the close of the first week and at the close of the second, at the same time of day, with the same instructions.

Participants were asked to check those items which they felt best described their attitudes toward each week. At the end of the first week 20 of the 28 participants marked item one (it was one of the most rewarding experiences I have ever had) while only 3 did so for the second week. The first week seemed to provide the kind of experience which the participants could apply "back home" to a much greater degree than did the second week. Six respondents indicated that the Institute failed to hold their interests during the second week while no one said such for the first week. Seven thought the second week was too general but no one thought that the week at Trail Lake could be placed in that category.

Overall, there seemed to be a significant difference in the responses favoring the unstructured situation although there may have been uncontrolled variables at work which would temper this conclusion. On the basis of this evaluation, it may be recommended that more utilization should be made of the residential type ABE Institute if we are concerned about the attitudes of the participants. A comparison of the two weeks on each of the 20 items follows.

A COMPARISON OF RESULTS OF PARTICIPANT ATTITUDE SCALE
ABE SUMMER WORKSHOP 1969

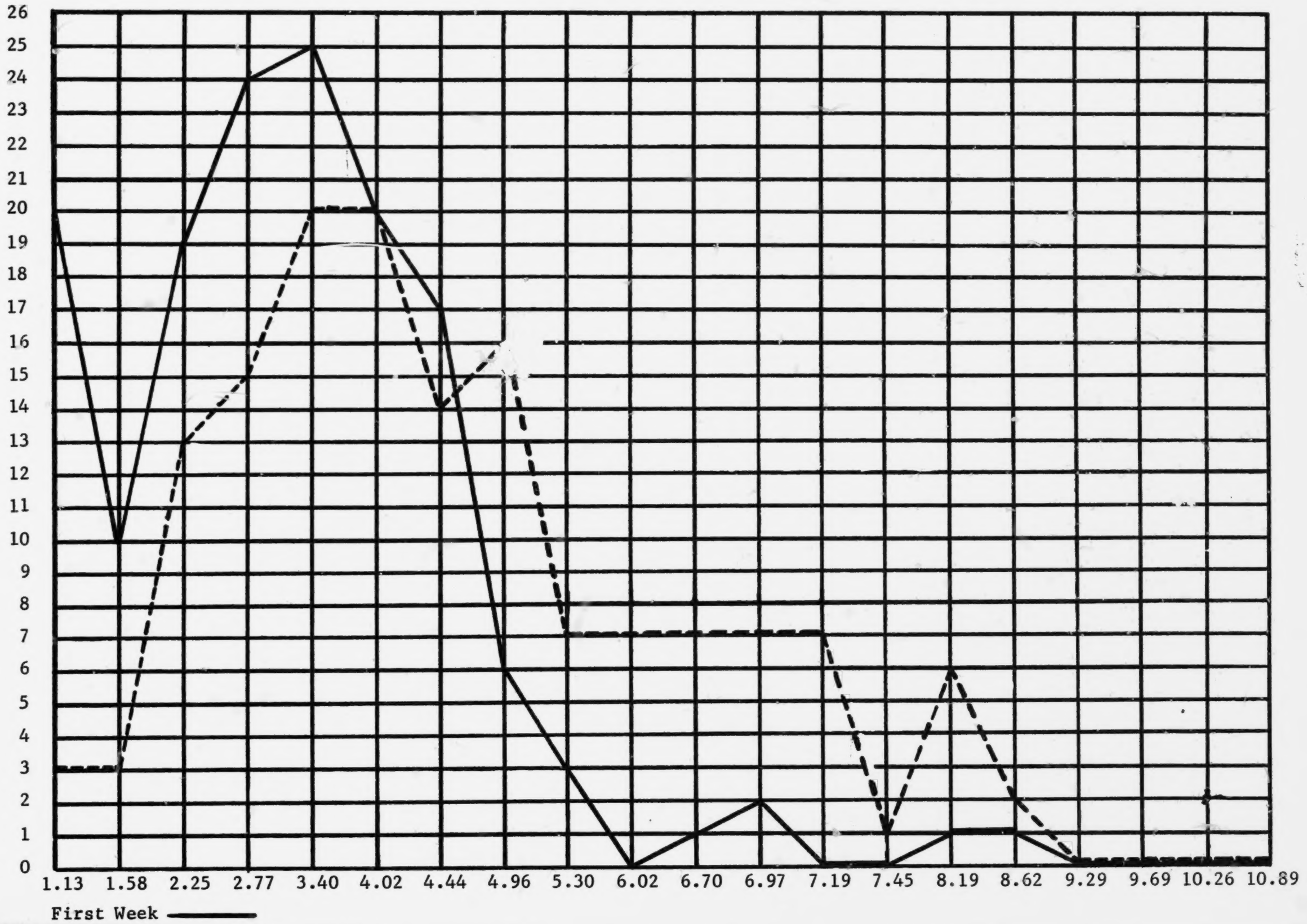
Statement	Point Value	First Week N	First Week %	Second Week N	Second Week %
1. It was one of the most rewarding experiences I have ever had.	1.13	20	77	3	13
2. Exactly what I wanted.	1.58	10	39	3	13
3. I hope we can have another one in the near future.	2.25	19	73	13	50
4. It provided the kind of experience that I can apply to my own situation.	2.77	24	92	15	58
5. It helped me personally.	3.40	25	96	20	77
6. It solved some problems for me.	4.02	20	77	20	77
7. I think it served its purpose.	4.44	17	65	14	54
8. It had some merits.	4.96	6	23	16	62
9. It was fair.	5.30	3	12	7	27
10. It was neither very good nor very poor.	6.02	-	-	7	27
11. I was mildly disappointed.	6.78	1	4	7	27
12. It was not exactly what I needed.	6.97	2	8	7	27
13. It was too general.	7.19	-	-	7	27
14. I am not taking any new ideas away.	7.45	-	-	1	4
15. It didn't hold my interest.	8.19	1	4	6	23
16. It was much too superficial.	8.62	1	4	2	8
17. I leave dissatisfied.	9.29	-	-	-	-
18. It was very poorly planned.	9.69	-	-	-	-
19. I didn't learn a thing.	10.26	-	-	-	-
20. It was a complete waste of time.	10.89	-	-	-	-

Number of participants First Week 26 - Second Week 26

Mean number of responses First Week 5.73 - Second Week 5.5

Mean value rating First Week 3.17 - Second Week 4.40

A COMPARISON OF FREQUENCY DISTRIBUTION
1969 ABE SUMMER WORKSHOP



Appendix

ANALYSIS OF PRE AND POSTTESTS

At the beginning and end of the second week of the Institute, written tests on attitudes about Adult Basic Education and toward the adult student were administered. The purpose was to determine whether any significant change occurred in that period of time in attitudes of the participants.

Using a simple randomized design involving an analysis of variance with an F test, it was found that F was equal to .37. This was an indication that there was no significant difference between or among the pretest, the posttest or what the staff thought should be the right answers to the test. Until an item analysis is conducted on each statement it must be concluded that the present attitude scale does not discriminate in any detail.

A copy of the test follows.

ADULT BASIC EDUCATION ADMINISTRATORS' INSTITUTE
Summer 1969

Attitude Scale

DIRECTIONS: On the following pages are statements concerning Adult Basic Education programs and the students and teachers in such programs. Please respond to each statement by placing a ✓ on the scale at the point which best fits your attitude concerning the statement.

1. The provision of ABE programs in basic skill areas should continue to be offered as a "sideline" to the total education program in a community.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

2. There exists a vast body of research available on adult literacy education. It is only a matter of digging it out and using it.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

3. Approximately 70 percent of identified materials for use in adult literacy programs is inappropriate for adults.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

4. Adult educators generally state long term goals or objectives while adult literacy students have immediate short-term goals or objectives.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

5. ABE teachers must possess the ability to convince the illiterate adult that developing mastery of basic skills is a slow process.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

6. The majority of ABE teachers are recruited from teachers in the local school system with training and experience in teaching the basic skills at the elementary level.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

7. An expressed need of ABE teachers is the need to understand psychological and sociological peculiarities of adult illiterates.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

8. Understanding of teaching methods and content to be taught is the most important concern of the ABE teacher.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

9. ABE teachers basically understand principles of transfer of learning and rather consistently place emphasis upon the process in learning.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

10. Research has shown that programmed material is of little use in the initial stages of adult literacy training.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

11. Tests normed for elementary and secondary school populations have generally been used for grouping adult literacy students.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

12. The greatest need in ABE is the need to establish sound, well designed programs for training teachers.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

13. Successful ABE teachers must subjugate their middle class value system and attitude in order to effectively work with illiterates.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

14. Teacher-made materials are not as important in teaching ABE students as they are in teaching youngsters.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

15. Standardized testing for initial placement is a necessary first step in ABE classes.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

16. Feedback to the adult learner is best provided with and through testing instruments.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

17. ABE teachers should individualize instruction rather than attempting to teach the group as a whole.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

18. ABE students usually have a good self-concept.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

19. Employment orientation information is a responsibility of the ABE teacher.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

20. Improvement of instruction for ABE students can be greatly enhanced by the use of teacher aides.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

21. ABE students can take responsibility for the operation of self-teaching machines or devices.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

22. A teacher aide in the room with the teacher during instruction is more harmful than helpful.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

23. An ABE student's family obligations need to be considered in his motivation for learning.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

24. An ABE student's social status affects his learning.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

25. ABE students have particular needs that make it necessary for a teacher to have special training for working with the ABE student.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

26. We as individuals tend to like only those persons whom we view as being like ourselves.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

27. Fear of failure on the part of new ABE students is one of the major causes of their dropping out of programs.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

28. The material presented by the instructor should be highly structured and presented in an authoritative manner.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

29. ABE students generally blame their failures on others rather than criticizing themselves.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

30. One of the main causes of unemployment among ABE students is the lack of dependability, which is often a characteristic of this group.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

31. Adult students have much more limited learning capacities than high school students.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

32. ABE courses are most effective when they are held in elementary or high school buildings.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

33. The ABE student needs to be given praise for his work even though it is poorly done.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

34. The administrators of ABE programs should bear much of the responsibility for training the ABE teacher.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

35. Successful completion of GED tests should be the principal goal of ABE programs.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

CASE STUDY NUMBER ONE

A CONCEPT OF ADMINISTRATION

You are the director of adult basic education in a city of 20,000 inhabitants. The school system is fiscally independent. Prior to the passage of the Adult Education Act, the adult program had been largely vocational in nature with a few non-vocational classes supported on a fee basis. The director of adult education, your present boss, is the administrator of the overall adult program--including the recent addition of adult basic education.

The advent of adult basic education has had one pronounced effect on your administrator: he is more determined than ever that the only kinds of programs he can recommend to the school board are those for which non-district funds are available (vocational funds, adult basic education funds, or tuition). The state makes no contribution to the general adult education program of the school. The local district's only contribution is office space and paying the salary of the director.

You, however, look at it differently and, in recent conversations with your director, have been urging that it may be possible--using the adult basic education program as a model--to help the members of the local Board of Education see the importance of putting some funds for the program into the local adult education program. Your boss is absolutely convinced that you are wrong. He points out to you that the superintendent has a closed mind on additional support for adult education simply because he doesn't have enough tax funds available to adequately run a program of elementary and secondary education for youngsters. He assures you he knows

what he is talking about since he is on a first name basis with the superintendent, has known him since they both were teachers, and belongs to the same bridge club.

Your director also informed you that although one member of the Board of Education is very sympathetic to the idea of more adequately supporting the adult education program, she has been unable recently to make any headway in getting serious discussion on the question during a Board meeting. The one time the Board did discuss a specific request of the superintendent to make a $10,000 appropriation toward adult education, the motion lost seven to one. The assistant superintendent for instruction is very sympathetic to adult education--used to be the director of the program--but is now out of the picture so far as adult education is concerned.

Although your director has done nothing to encourage you, you see such a need for an expansion of the program--particularly adult basic education--that you constantly think of ways in which the present program can be expanded through the addition of local public funds. You decide you will try to make some plans on your own. You determine that the place to start is the field of adult basic education. Even with federal support, the community already has a waiting list of individuals wanting to tackle the problem of reaching the "hard-core illiterate." Even if the district matched federal funds by 50 percent, this still would not be adequate to meet the needs, let alone the 90-10 percent matching that appears on the books as presently representing the local contribution.

You feel that you don't dare mention your thoughts along this line to your director. You feel that he would think you were wasting your

time working on an impossible task and that furthermore, if he thought there were any chance of its being successful, he would want the additional funds for the non-credit program, rather than for adult basic education.

As you begin to think about the strategy you must develop to try to bring about change, you decide that the first step is to make a list of all of the reasons why it is going to be <u>impossible</u> to change the point of view of your boss, the superintendent, and a majority of members of the Board of Education. The second step is to list all the reasons why it <u>IS</u> going to be possible to bring about a change.

You decide that if you figure out the means of counteracting the "against" reasons...and strengthening the force of the arguments that exist for gaining additional support, you will have the first part of your planning done.

The forces you identify that are operating against you in trying to bring about an increase in the local appropriations are:

a. The superintendent seems to sincerely believe that public education is for boys and girls. You feel in your heart that your director feels so too, even though he hasn't said so in so many words.

b. Funds <u>are</u> limited. A raise in the mill levy is already overdue. The only reason a special election has not been held is that the Board feels it would not be successful. The tax-payers' revolt is on!

c. You do not have any means of direct contact with either the superintendent or any member of the Board of Education.

The forces which would be favorable toward an increase in local funds for the adult basic education program are as follows:

a. You work closely with the director of public welfare and the public employment service. Key people in both of these agencies have convinced you that a strong, logical case for adult basic education can be made in terms of reducing the welfare role. You are certain it will be easy to demonstrate that $10,000 put into the program will literally "save" the community much more than that in tax funds.

b. You are well acquainted with the way the national adult basic education law was passed. You know that Congress was encouraged to vote for this program, not so much by the arguments presented by educators, as by the testimony of individuals vitally concerned with the Nation's manpower shortage.

c. As a result of your activities in the community in making arrangements for adult basic education classes you are building up acquaintances--some of whom are influential people--who are 100 percent convinced of the importance of your program.

d. There are persons in the State Department of Education you can call upon for both moral support and for help in planning next steps. Through the State Association of Adult Education, you had an opportunity to meet with other individuals like yourself--some of whom have a more forceful director to report to. The director of the state adult education program, you believe, will go to bat for you if you need him.

e. Your personal relationship with your director is very good. He was a senior high principal when you took your first teaching assignment--and you play golf together whenever you can take time off.

f. The commissioner of public safety is a member of your church. When you sat next to him at one of the monthly men's group meetings, you got on the subject of extending the adult basic education program as a means of improving the traffic safety record. He said he wanted you to come by sometime and talk to him about getting an adult basic education class started in the City Jail.

g. Although the community action program has not had a literacy project, you know a number of people working in it, and feel that you can call on them for support. You are a member of NAACP and are sure you can count on the support of the people interested in civil rights.

You are now faced with these questions: How shall I begin to plan a strategy to bring about a bigger appropriation? What allies shall I use? How can I involve people most effectively--those against me and those for me--in acting to strengthening the forces that will assist me in my determination to strengthen adult basic education within the school system? If I tell my director what I am up to and he orders me (in a nice way, of course) to let sleeping dogs lie--what do I do? Is it ethical if I "island hop"--skip over the hard-to-convince officials and talk directly to those more sympathetic? How can a wide spectrum of community influence be developed? Can students and those who deal with them (employer, teacher of their children, etc.) be utilized?

To put it simply: How can I remove or reduce the liabilities standing in my way? How can I increase the assets?

CASE STUDY NUMBER TWO

ADULT LEARNING

Sam Rusato has been participating for nearly four months in the Trail Lake ABE program and has nearly exhausted the patience of his teachers. Sam is friendly enough, gets along well with fellow students and teachers, tries hard and is relatively effective when he is told exactly what to do. His problem, as nearly as the teachers and ABE Administrator can describe it, is an extremely poor memory.

Some parts of Sam's study that require daily review or application have become habit, but other parts have to be taught all over again each time they come up. Sam seems to learn a new lesson or task (and relearn old ones) with the thought that once done he may never have to do it again. The teachers become exasperated at these times, which only causes Sam to get nervous. The teachers know that Sam, although a little slow on the pick-up, is capable of doing all the work ultimately leading to a high school diploma.

There is good reason to believe that other adult students are having problems similar to Sam's because they have not had great success in their formal education experiences. They just have not been involved in the self-discipline of prolonged study that develops the ability to concentrate.

As a sensitive and concerned ABE administrator at Trail Lake what would you do in regard to:

1) Discussing Sam's case with the teachers?

2) Proposals to the teachers for experimentation within the ABE program?

3) Talking to Sam?

4) Establishing a philosophy of learning which you would like to discuss with your staff?

CASE STUDY NUMBER THREE

INTER-AGENCY COOPERATION

You are the director of a district adult basic education program in a district of 50,000 people.

You are satisfied with the work of your teaching staff and feel that the program is going well. You have spent all the funds available--and could use more.

The school board and superintendent back your program and you have reason to feel that there is broad community support for the program. You work closely with the public welfare authorities, the state employment agency, and the leadership of civic, nationality, civil rights, and racial groups. You get along well with the State Department of Education staff. The state university conducted one leadership training program for you. You have not seemed to find much in common with the community junior college, but then it offers a program which is organized completely on the post-secondary level. Neither have you worked closely with CAP.

You realize that in a community with 5,000 undereducated adults, your program--total enrollment of 250--is only scratching the surface. You have not reached the hard core of the Spanish-speaking individuals in your community, who have less than a fifth-grade education, but you do feel that you have successfully made the first inroad. You have employed a Spanish-speaking teacher of homemaking--a woman of Spanish-American descent--who has been assigned the task of moving about the county and beginning to interest the wives of the agricultural workers in simple housekeeping short-cuts and get them interested in reading the food advertisements. You fear that perhaps your state director won't approve this "class" but decided to

cross that bridge when you come to it.

When you first began the adult basic education program there were a few months of tension with a group, sponsored by a local church, which was supplying literacy instruction to some of the individuals living in the Spanish-speaking community. The teachers of this group were non-paid volunteers. They received funds for instructional materials from the church, and were successful in reaching individuals living in the most deprived part of the district.

When it was announced that federal funds were available for adult basic education, the group immediately applied to the State Department of Education for funds to run its program. They were referred to you, and the fact that you offered "cooperation" rather than "cash" did nothing to cement cooperative relationships.

Each program went its own way for a while--the school getting underway with the program supported largely out of federal funds--the "volunteer" program from funds provided by the church organization. Cooperative relationships began when one of the volunteer teachers in the church program group recommended to several students who had mastered some of the basic essentials of reading and writing, that they go to the adult basic education class sponsored by the public schools, and meet at the public housing development, for more advanced instruction. This began a process of cooperation that involved sharing of materials, including the voluntary teachers from the church participation in the district's organized training program, and the sharing of recruitment information.

Because the program seemed to be going so well, your primary concern--until three weeks ago--was in trying to secure additional funds. There is no more state aid available, but you did manage to secure an additional

$2,000 in local funds to keep the program going at the same level it was during 1968, a year in which you received $7,000 from the state.

But now, suddenly, you are faced with what you feel is the most serious problem you have encountered. Three weeks ago, one of the county commissioners congratulated you on the program you had started at Mesa County Junior College. He bluntly asked, "Where did you find the gold mine?" You had to confess that it was all news to you. Many members of the Mesa County Junior College faculty were friends of yours; however, you had not been in touch with any of them recently.

You quickly called Mr. Santarios, the Dean of the Community Service Department at the junior college, for more information. He told you that a representative of the U. S. Office of Education, together with several people from the Governor's office, had talked to him recently about the desirability of the college's sponsoring an intensive demonstration program for the migrant workers. When pressed for details on how the program would operate, the dean was necessarily vague, pointing out that the first conference had only been in terms of general goals. He did indicate, however, that it involved hiring a director at about $21,000, a curriculum specialist, and three to four teachers. Mr. Santarios indicated that full details of the program were now being worked out by the college's administrative vice-president, and he would have more information about it when the next meeting would be held. He acknowledged that he should have talked to you about this when the state people were down, but that it had simply not occurred to him at the time. He promised to keep you informed.

Your next move was to call your state director of adult basic education. He knew nothing about it, but said he would check around for you.

His first hunch was that it was a special project funded directly by the Adult Education Branch of the U.S. Office of Education. Later, however, he called back to report the following facts:

1. An editorial had recently appeared in one of the newspapers on the seriousness of illiteracy in the state. It had been read by the Governor. He became immediately concerned and asked his administrative assistant to find out what federal funds were available to make an attack on the program. Preliminary investigation indicated that an anti-illiteracy program was part of the War on Poverty, and also a responsibility of the State Board of Education.
2. The chief state school officer and the state coordinator of vocational education were contacted and asked to meet with the Governor. Both promised to cooperate, and in a subsequent conference, it was agreed that in a field as new as this, an intensive demonstration should be undertaken, perhaps involving a private contractor in much the same way the Job Corps does. Still further conversations with Washington, and with members of the State Board of Education identified Mesa County Junior College as the ideal contractor for a modern up-to-date attack on illiteracy in one of the state's most affected districts.

As a result of this information, the state director of ABE urged you to closely "coordinate" your program with the demonstration program and make sure that the two programs operate with the greatest amount of program "cooperation." He also informed you he had called the adult basic education office in Washington, and advised them of these recent developments.

At the conclusion of the conversation, you knew you would "cooperate"--but you wondered who would "coordinate" and how it would be done. Some of the questions you had in mind--and to which you hoped you would find answers during the next weeks and months were:

A. Did he, as local director, when he had "power" (i.e., access to funds and community support) exercise his power responsibility in relationship to the voluntary church center's adult basic education program? What are the differences and similarities in the ways in which the community college--and the public school adult basic education program--approached the need for "coordination" and "cooperation"?

B. In working with the community college, what steps can now be taken to bring about the greatest amount of "coordination" and "cooperation"? What responsibility does he have? The community college personnel? The state offices? "Washington"?

C. Since so many emotional factors can become involved in moving on to next steps, what steps can be taken to reduce the emotion present in the situation? Is this more anyone's responsibility than someone else's?

D. Had there been a strong CAP program in the community, is there a likelihood that the total adult basic education program in the community might have worked out differently historically? When a CAP program exists, what is the responsibility of the local director of adult basic education to it? When it does not exist, what is the director's responsibility for initiating it?

E. What is the difference between coordination and cooperation?

What are the obligations of the local director to "coordinate"? To "cooperate"?

F. Are there ethical considerations involved? If so, how are they probably differently perceived by the various parties involved?

G. How are the total number of students better served by coordination and cooperation?

H. How might a CAP director who represents the poor perceive and describe the "Establishment"? How might a local director of adult basic education perceive and describe the "Establishment"?

I. To what extent does the responsibility to "coordinate" go along with the exercise of power?

J. Are there identifiable communication procedures that are associated with the process of "coordination"? With "cooperation"?

CASE STUDY NUMBER FOUR

THE ADULT EDUCATION PROCESS

You are the ABE administrator in a school district where 1750 adults over 25 years of age have not gone beyond the eighth grade in formal education. From your readings and discussions with other educators you have become convinced that teaching adults requires more than the application of a selected pattern of methods, techniques and devices.

You have been tempted to create some new forms for teaching adults because, somehow, those used for dealing with captive audiences never quite fit. You are sure that a mere extension of the public high school curriculum for the adults in your district would not attract many because your clientele is searching for better living conditions, improved family relationships, respect as a human being and a sense of belonging. Presently the adults can't relate these things to the traditional education program of the district.

The general education development testing program has been one avenue open to the adult who has wanted to complete a high school program but because only an equivalency certificate is awarded, your constituents prefer the real McCoy. In fact, employers in your district look upon the certificate as second class.

Your philosophy encompasses the concept that education holds the key to translating social science into social action and that you want to make a sincere effort to provide a high school education for adults that recognizes no pat or preconceived answers but rather encourages full consideration of all points of view.

You are perplexed by the scores of unanswered questions relative to this venture although the superintendent of schools, the State Department

of Education and the North Central Accrediting Association have all given you some moral support and encouragement to move ahead with the experimental high school.

Without the establishment of overall purposes you know that the development of such a program by you would indeed be hazardous. After examining a number of theories on program planning you discover that one of the basic differences revolves around a judgment about the extent to which the client should be involved in determining needs and identifying objectives. Another related problem deals with the method of determining objectives--should objectives be determined on the basis of individual needs, learning theory or subject matter? Thus, your first decision must deal with the planning procedure you hope to employ keeping in mind those which may work more effectively with the socio-economic groups in your district.

Consideration must next be given to the most effective administrative structure for the adult high school and the established patterns of educational policy formation in your district appropriate for the experimental school? What restructuring may be necessary?

If your ideal high school for adults reaches this point and curriculum is established you must finally give attention to how well the objectives are being met. What approaches to the means of evaluation would you attempt?

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